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ABSTRACT

Developed by a task force of child development personnel from colleges throughout California, these guidelines seek to establish a standard of excellence for new and existing child development centers and instructional programs in the state's community colleges. Introductory material provides information on the charge, role, members, and resource persons of the task force; the purpose of the guidelines; statements of philosophy and goals; an assessment of the need for community college child development centers, services and instructional programs; a look at community needs in child development; an examination of the child development centers and programs currently operating in California's community colleges; and a listing of 47 task force recommendations. The bulk of the report expands on and provides rationales for each of the recommendations, presenting guidelines for both colleges and the Chancellor's Office regarding: (1) comprehensive, coordinated child development instruction and services programs; (2) quality child development instruction programs; and (3) quality child development centers and services. Appendices include applicable laws, a history of child development programs in California, and a glossary. (LAL)

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California Community Colleges

GUIDELINES FOR COMPREHENSIVE CHILD DEVELOPMENT INSTRUCTION AND SERVICES PROGRAMS

developed by:

**Chancellor's Task Force on
Child Development
Instruction and Services**

MAY 1983

JC 840 009

The recommendations in this report were prepared by Task Force members and subcommittees, and the completed report was primarily authored by Dr. Diane Carey, with assistance from Janet Hake. Requests for copies of this report should be directed to the Chancellor's Office, 1107 Ninth Street, Sacramento, CA 95814.

May 1983

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FOREWORD FROM CHANCELLOR GERALD HAYWARD

Child care and development centers for the children of community college students have grown in size and number substantially in the last decade. These services have become a vital element of educational access as higher percentages of women and minorities enroll in community colleges and enter the work force. In addition, community colleges in California play a significant role in the task of training teachers in child development, educating parents and potential parents, and setting up model child development centers which demonstrate ideal practices in early childhood education.

To identify the progress and problems in this increasingly important field, and to make recommendations for improvement, I appointed, in January 1982, a task force of child development personnel from colleges throughout the state. The Child Development Instruction and Services Task Force has fulfilled its charge by developing a set of statewide guidelines to assist all community colleges to attain excellence in the field of child development. At the same time, it should be noted that the recommended guidelines are those of the Task Force, and do not necessarily reflect Board of Governors' policy.

This document, Guidelines for Planning Comprehensive Child Development Instruction and Services Programs, is the first statewide effort of its kind at the postsecondary level. It is based on the belief that community colleges can provide the expertise and resources needed to develop knowledgeable, flexible, and creative graduates capable of meeting the present and anticipated needs of students, children, and families. The guidelines reflect the state level leadership of the Board of Governors. They also ensure local control because they are designed to be implemented through local planning efforts.

I am grateful to the members of the Child Development Instruction and Services Task Force who devoted so much time and energy to make this document a reality. I would also like to thank the Superintendent/Presidents of the colleges represented on the Task Force for covering expenses and allowing the release time of Task Force participants. Jan Hake, an intern from UC Davis, deserves special credit for the many hours of volunteer time she devoted to this effort. Finally, I am grateful to the State Department of Education for loaning Dr. Diane Carey to the Chancellor's Office to work with the Task Force. The development of this document was truly a joint effort of many dedicated people. It is an effort of which all persons interested in excellence in community college education and services can be justly proud.

Gerald C Hayward

Gerald C. Hayward
Chancellor

PURPOSE OF THE GUIDELINES

The purpose of these guidelines is to establish a standard of excellence for new and existing child development centers and instructional programs in California's community colleges. These guidelines were developed to serve as goals that programs can attempt to achieve rather than as reflections of existing practice. This document reflects the current state of professional knowledge and experience regarding optimum child development instruction and services programs.

Guidelines rather than regulations were chosen as the appropriate means to encourage optimum program standards because they envision what "ought to be" in a model program and what is ideal practice. Regulations tend to focus instead on minimum program requirements. In addition, guidelines were felt to be more responsive to local district needs. Child development programs are diverse in nature throughout the state; child development personnel pride themselves on having developed a variety of programs which are responsive to the needs of their local communities. These guidelines are intended to maintain that responsiveness to local needs, while at the same time providing a vision of those elements which are critical to have in a model program. Colleges with existing child development instruction and services programs can use the document as an assessment and evaluation tool. Colleges without programs can use the document as a guide for their beginning efforts to establish child development programs.

Currently, no guidelines exist for community college child development programs. Although the State Department of Education's Office of Child Development (SDE/OCD) is the primary statutory state agency for child care services in California, and has promulgated regulations and guidelines for centers funded under its jurisdiction, no guidelines exist for those centers funded outside of SDE. Moreover, the State Department of Education's Office of Child Development has no jurisdiction over child development instructional programs on community college campuses. As will be noted in this document, child development instruction and services are inextricably bound together. These guidelines were developed to address both areas simultaneously.

While these guidelines reflect the current state of professional knowledge and experience regarding optimum child development instruction and services programs, this document is viewed as a dynamic statement that will be revised as new knowledge is acquired concerning the education of parents and children and the education of teachers. The development and promotion of these guidelines is one of the efforts by the Board of Governors and Chancellor's Office to promote excellence in professional practice and to provide educational leadership in the community college system in California.

ROLE OF THE CHILD DEVELOPMENT TASK FORCE

Chancellor Gerald Hayward appointed the Child Development Instruction and Services Task Force in January 1982. The purpose of the Task Force was to serve as the primary vehicle for representatives of local community colleges to make recommendations to the Chancellor's Office and Board of Governors about key policy issues in the area of child development instruction and services.

The following organizations were asked to nominate representatives:

- California Community Colleges Early Childhood Educators
- California Association for the Education of Young Children
- California Child Development Administrators Association
- California Community Colleges Student Government Association
- California Community Colleges Trustees Association
- California Children's Lobby
- Governor's Advisory Committee on Child Development
- California Community Colleges Deans of Instruction
- California Community Colleges Deans of Student Services

The factors that were important in making the final decisions about the composition of the Task Force included balancing representation by sex, ethnicity, geographical region, type of program, type of program orientation as to instruction vs. services, and individual role (administration-faculty-program director-student). In addition, an effort was made to involve as many different colleges as possible.

The Task Force met four times over a one year period to develop the guidelines. Most of the initial work was done in subcommittees and then presented to the total group for approval. The document was presented in draft form to several meetings of professional associations for comment.

An initial informational report was made to the Board of Governors at its September 16-17, 1982 meeting. That report surveyed the present status of child development services and instructional programs in California community colleges, and outlined the major policy issues the Task Force was working on.

The final report was submitted to the Chancellor in April 1983.

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STATEMENT OF PHILOSOPHY

The California Community College Chancellor's Task Force on Child Development Instruction and Services affirms the importance of children and their families as the foundation for the future of our world. Children need to grow up as healthy, happy and productive human beings in families that are economically and emotionally stable. While the Task Force recognizes that some parents may be able to stay home with their children during the early formative years, others will need to become a part of the work force. Today's society is faced with changing life styles, changing employment patterns and many families in crisis. Both teachers and parents will need to acquire even greater skills in child care and development practice and theory to fulfill their increasingly complex roles. A long range price will be paid in wasted human resources if society does not respond to this need.

The California Community Colleges are uniquely suited to the task of providing leadership in child development through their role in training child development teachers, educating parents and potential parents, and setting up model child development centers which exemplify the best practices in child development. Historically, community colleges in California, rather than the other two segments of higher education, have done most of the training of child care personnel and have been leaders in the field of parent education. Because of recent changes in the family, it is more important than ever before that community colleges become a model for teacher training, parent education and exemplary programs for children in the state of California and throughout the United States.

In California community colleges, curriculum in the area of child development has been developed under the leadership of local Boards of Trustees in response to their perceptions of their specific community needs. These communities are highly diversified throughout the state. Yet even in this diversity, the instructional needs of children, parents, and teachers of young children include a common body of knowledge. Children deserve to have parents and teachers who know and understand the continuum of human development and are skilled in dealing with children. The achievement of increasingly effective human relationships is based upon learning and growth, and California's community colleges can make a difference in the lives of families through offering model programs and high-quality instruction.

Moreover, although child care and development centers for the children of community college students have grown substantially in size and number in the last decade, there are great unmet needs for services. Child development services have become a vital element of educational access as higher percentages of women and minorities enroll in community colleges and enter the work force. The Task Force believes that all students in California's community colleges should have access to child development services that meet their needs.

The Task Force believes that it is the responsibility and function of California community colleges to provide child development instruction and services that have quality, strength and vitality. This responsibility should include a long-range commitment of human and material resources. The area of Child Development instruction and services offers a unique blend of general education and vocational training while also providing an important service to students. Therefore, child development instruction and services are worthy of support.

STATEMENT OF GOALS

The Board of Governors is responsible for providing leadership and direction to California community colleges, and for exercising "general supervision" over the colleges. (Education Code Sections 71023 and 66700)

In furtherance of its leadership role, the Board adopted a statement of general goals for community colleges in 1976. In reviewing that statement, the Child Development Task Force feels that the following goals set forth by the Board bear directly upon the field of child development:

- Equal opportunity for access to quality Community College education for all eligible individuals in California irrespective of age, sex race or ancestry; economic, cultural or physical condition; previous educational experience; or geographic location.
- Fostering staff excellence.
- Effective use of human and physical resources.
- Extensive use of community resources to augment the traditional campus or college center, expanding off-campus outreach instructional facilities to meet the varying needs, interests and capacities of individuals.
- Diversity of programs, instructional methods, and services to meet the needs of society and the preferences of individuals for education as needs and preferences exist and change throughout California.
- Policies that will encourage innovative and creative developments, based on anticipation of the future, in the provision of college services and use of community resources.

Building upon the Board's existing statement, the Task Force now proposes the following additional goals for California community colleges:

- All students in California community colleges should have access to child development instruction and services programs that meet their needs.

- The diversity of community college child development programs and their responsiveness to meeting the needs of the local community (including linguistic and cultural) should be encouraged.

- Child development centers should provide an exemplary standard of quality by following the guidelines in the body of this document.

- Child development instruction programs should provide the core curriculum described in the body of this document and additional courses to meet the needs of particular communities.

- All campuses should maintain both an instructional program of child development courses and a child development service program for children of students. These two functions, instruction and service, should be fully integrated and coordinated for the mutual benefit of both.

THE NEED FOR COMMUNITY COLLEGE CHILD DEVELOPMENT CENTERS AND SERVICES

The composition of student enrollment in the California Community Colleges has historically reflected the state's demographic, economic, and social profile, as well as public policies regarding college admissions and funding. The diversity of communities in California is clearly seen in the students attending community colleges.

As a direct consequence of the policy of expanded access, the community college student population has grown and changed over the last few years, resulting in an increased need and demand for support services including child development centers to enable individuals to participate fully in higher education. The new clientele includes a higher proportion of women in an older age bracket. These women are likely to be employed, attend school part-time, and have primary child-rearing responsibilities. A substantial number of these students are from racial or ethnic minorities, low-income families and single-parent families.

Changes in the Community College Student Population

While the community college enrollment of full-time 18 to 24 year old students has declined in recent years, that of older part-time students has increased. In 1979, over half the students enrolled were 25 years of age or older. The average age of men was slightly younger (28 years) than that of women (30.5 years). This shift toward an older student population will likely continue as the general population itself becomes older and as more adults return to college for retraining or to complete an interrupted college career (California Community Colleges, 1979). Associated with this trend toward an older student population is an increase in the proportion of part-time students, who now comprise nearly 75 percent of community college enrollment. In large measure, this growth is due to the enrollment or reenrollment of adult women who outnumber men in the 25 and over age group by nearly 3 to 2. This growth in women students' enrollment is expected to continue.

Currently, racial and ethnic minorities comprise nearly three of every ten enrollments (29.8 percent) in the community colleges. Minority enrollment is likely to increase as the proportion of minorities among the general population increases. A large proportion of these individuals are from low-income families and their future participation in higher education will also depend upon the availability of financial aid and related support services.

The 1979-80 Survey of Student Expenses and Resources (known as the SERS Report) completed by the California Student Aid Commission, analyzed a sample of the regularly enrolled community college population and found that nearly one-third (29.1 percent) of the sample population were married, and one in every seven students (14.5 percent) were separated, divorced or widowed. Thirty-two percent of the sample reported having one or more dependents; more than half (16.4 percent) of those students with dependents reported paying for child care services. Therefore, it may be estimated that of the total community college population, over 355,000 students had one or more dependents, and more than 180,000 students were paying for child care while attending college during 1970-80. In that same year, 5,765 children of student parents were enrolled in the various community college child development programs. Thus, only 1.6 percent of those students with dependent children were served by campus programs. While many of the students with children may have met their needs for this kind of service through other arrangements, and others may have dependents who do not require such a service, the campus child development programs available to this segment of the student population are extremely limited.

Relationship of Campus Child Development Programs to Affirmative Action and Gender Equity

The need for child development services is directly related to the changing norms of employed mothers and their need to work. Many women must seek education and training as preparation for entering the work force or as a means to improve their skills for career advancement. Equal educational opportunity is possible only through equal access to higher education. The lack, or inadequacy, of child development services may prove a critical barrier to a mother's participation in both the work force and in school. Whereas it is recognized that both men and women may be concerned with the care of their children, women students are more likely to be affected by the lack of accessible and affordable child care since women tend to bear primary responsibility for child rearing. In 1979, nearly half (49.2 percent) of all families receiving subsidized child development services from campus programs were headed by single women. In that same year, the California Community and Junior College Association's Commission on Women conducted hearings for the purpose of determining the needs of present and potential women students. Child care was "the most frequently mentioned, most critical, and most unmet need" cited during the testimony. Similarly, the California Postsecondary Education Commission's report Equal Educational Opportunity in California Postsecondary Education cited the lack of adequate, low-cost child development programs as a primary factor in the underrepresentation of ethnic minority, low-income women students in higher education.

In sum, the provisions of child care services by campus child development programs can be regarded as a major effort to enhance the goal of equal educational opportunity. Furthermore, by providing such services, California's community colleges demonstrate their commitment to the goals of affirmative action and gender equity.

THE NEED FOR CHILD DEVELOPMENT INSTRUCTION PROGRAMS

California Community College curricula are the primary programs in California providing students with vocational preparation for careers in the profession of Child Development. While the provision of child development services to student parents is an important function of the majority of child development centers and programs, not all such programs are intended to provide services. The need for campus laboratory facilities as a means of providing educational and training opportunities in child development is a separate issue which warrants independent analysis.

An increasing preference for job-oriented education has led approximately two-thirds of the community college students to enroll in occupational courses. Furthermore, the colleges have a number of job training programs. By addressing both the students' need for vocational training and the employers' demand for skilled workers, the community colleges contribute to statewide economic development. With the tremendous influx of mothers into the work force, the child care community will need to draw from a diverse and well-trained pool of professionals in order to meet the increased demand for quality child development services. Historically, community colleges in California have provided most of the teacher training of child care personnel. By continuing to provide child development instructional programs, the California Community Colleges acknowledge the importance of their vocational role to the child development community.

In order to provide strong and innovative leadership in the field of child development, campuses must provide observation and teaching experiences as an essential component of high quality training programs. Recent studies (Abt & Associates, 1979; U.S. Dept. HEW, 1978) have demonstrated that positive differences in behavior of teaching staff toward children can be attributed to education and training, not to previous experience of the staff or tenure on the job. Furthermore, more training and education of the staff are associated with better care for children, and the promotion of the cognitive and emotional development of children. Community college students educated in child development and trained in caring for children can become effective, professional teachers and caregivers with higherly marketable skills. Thus, the community colleges have the opportunity, through their role as the primary educators of child development personnel, to enhance the quality of life of children not only from student parent families, but also from families throughout California.

Students of child development need exemplary models and specialized facilities in the same manner as students in other disciplines requiring laboratory opportunities. Child development programs can function as laboratories or demonstration centers, illustrative of high quality and innovative methods.

Growing Community Needs for Child Centers Means More Teachers Need To Be Trained in Child Development

Thus far, only the need for child development programs on campus has been addressed. But it is also necessary to examine the growing community needs for trained teachers in child development programs, to gain a sense of the need for community college programs to train those teachers.

The unmet need for child development services is a pervasive problem in California. This is more easily understood when recent and projected demographic changes in the general population are examined. According to the Commission on Child Development, a decline in the birthrate in

California begun in 1970 will continue, so that by 1984, the number of children under 14 years of age will decrease by an estimated 380,000 children. At the same time, the number of working mothers is increasing at a rate greater than that at which births are declining. Thus, the number of children under 14 years of age who have working mothers will actually increase by an estimated 215,000 by 1984. Over half the children under 6 years of age (52 percent) will have working mothers, 61 percent of the children over 6 years of age will have mothers who work (Commission to Formulate a State Plan, 1978).

Family composition in California has changed as a result of the increase in divorces and separations. The resulting rise in the number of single parent families has created a powerful demographic force influencing maternal employment. The number of working mothers in single parent families is, of necessity, higher than in two-parent families. The Commission estimated that by 1984, nearly one-quarter of all children from birth through 14 years of age will be living in one-parent families (Commission to Formulate a State Plan, 1978). Many of these working mothers no longer have access to the child care services provided by relatives, neighbors and others. Now relatives often live far apart, work or attend school, and are unable to help with child care. In addition, neighbors and others who have traditionally provided child care are themselves returning to the labor force and thus unavailable to provide home care for children.

Despite the ambitious program of subsidized care in California, there is still substantial unmet need for both subsidized and nonsubsidized child care. It was estimated that in 1978, one million children had working mothers and were in need of care. This figure did not include the estimated 372,000 additional children with working mothers who were unlikely to need care because someone was available to care for them. Given the number of spaces available in subsidized and nonsubsidized child care programs, it was estimated that less than one-third of the children in need were served. Based on trends in the number of working women and the number of single parent families, the need for child care and child care teachers in the general population is expected to escalate by 1984 as the gap between available child care and development programs and children in need of care continues to grow.

STATUS OF CHILD DEVELOPMENT CENTERS AND INSTRUCTIONAL PROGRAMS IN CALIFORNIA'S COMMUNITY COLLEGES

In order to develop guidelines for comprehensive child development instruction and services programs, it is helpful to know what programs currently exist and the extent of the gap between program need and existing programs.

Current Status of Child Development Centers

The data contained in this section of the report are based primarily upon survey results gathered during the 1980-81 academic year. The survey instrument itself was originally developed and administered by the Higher

Education Consortium, a policy advisory group under the auspices of the Office of Child Development in the State Department of Education. The survey was originally limited to the study of campus child care facilities. A subsequent mailing of questionnaires and series of telephone interviews expanded the target population to include all types of child development services and instruction programs operated by the colleges. A more detailed report on Child Development Centers is available through the Chancellor's Office.

For the purpose of this report, information on three types of child development centers will be presented. While these categories may oversimplify somewhat the diversity of child development centers in California's community colleges, grouping the centers into categories is helpful. These three kinds of centers are:

1. *lab schools:*

   child development programs established primarily to serve as settings for teacher education and training; the provision of care for children is considered incidental to the primary purpose of instruction. Historically, these programs have been located organizationally under the auspices of the instruction division.

2. *child care programs:*

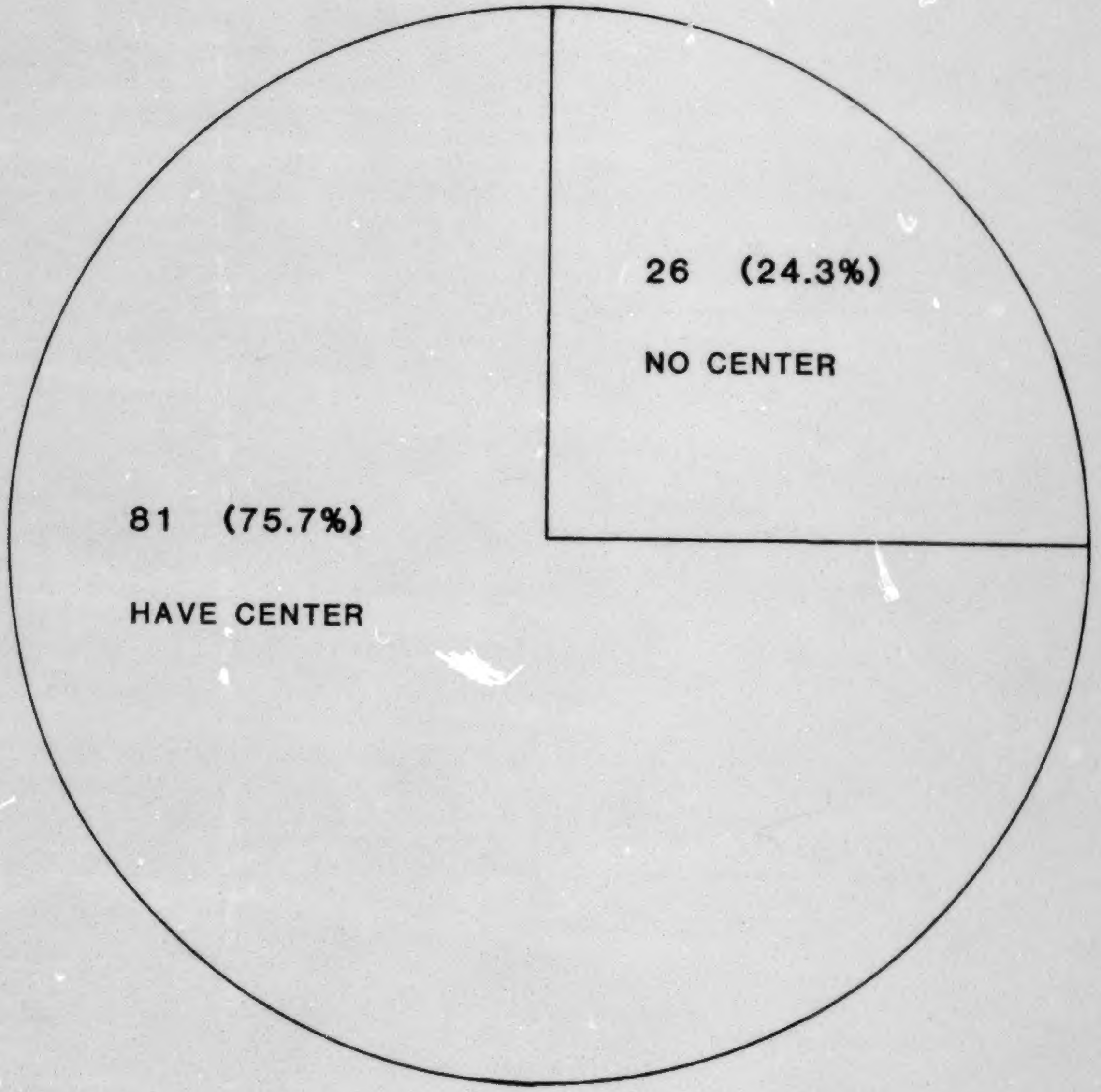
   child development programs which have as their primary focus the provision of care for the children of student parents to enable them to attend school. Though the provision of care may be useful for instructional purposes, instruction is considered incidental to the services function in a child care program. Historically, most of these programs have been located organizationally under the auspices of the student services division.

3. *combination programs:*

   child development programs which have a dual focus on instruction and services; both functions are given approximately equal priority. Combination programs usually incorporate some very desirable characteristics from both the services and instruction program types. From the services perspective, combination programs have typically given priority to low income students and maintained longer hours than lab schools to meet the needs of students. From the instruction perspective, combination programs usually have a strong educational component for children for purposes of developing a model curriculum. Historically, these programs have been under the auspices of the student services division, the instructional division, or both.

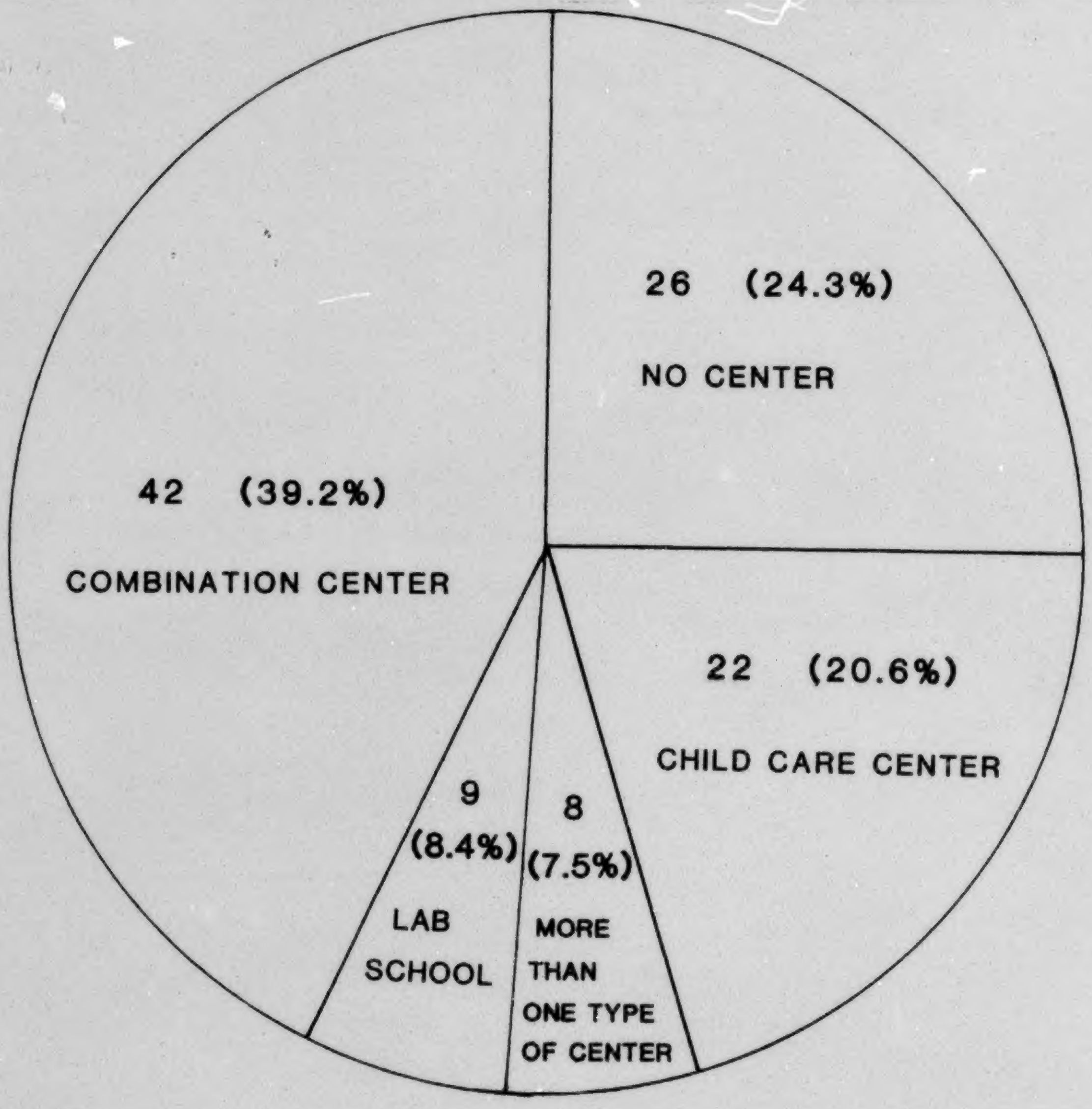
Number and Types of Centers

Eighty-one (75.7 percent) of the community colleges in California currently have some type of child development center; 26 (24.3 percent) of the colleges have no center at all.



NUMBER (and %) OF COMMUNITY COLLEGES IN CALIFORNIA OPERATING CHILD DEVELOPMENT CENTERS

The largest single category of centers is the Combination Center, operated by 42 (39 percent) of the colleges. Twenty-two colleges (20.6 percent) operate child care centers only, whereas nine colleges (8.4 percent) solely operate laboratory school programs. Eight colleges (7.5 percent) operate more than one type of center. Since ten colleges operate more than one center of the same type, there is a total of 107 centers on 81 college campuses.



NUMBER (and %) OF COMMUNITY COLLEGES IN CALIFORNIA OPERATING CHILD DEVELOPMENT CENTERS IN 1980-81

BY TYPE OF CENTER

Children and Families Served in Child Development Centers

During 1979-80, 6,235 families enrolled 6,915 children in child development centers. Eighty-seven percent of these children were from student families, one percent were children of staff and one percent were children of faculty members. In addition, 11 percent of the enrolled children were from nonstudent families from the surrounding community. Some of the reasons that nonstudent families are included in child development centers are: to add handicapped children, abused and neglected children, and to add linguistic and cultural diversity to the center. Children of nonstudent families are included in state-funded centers only after all student families have been served. A closer look at the student parents in community college campus centers during 1977 reveals that 83 percent were low income, 37 percent were minority, 48 percent were single parents and 45 percent received AFDC or other forms of public assistance. Also, 78 percent of the children on waiting lists in state-funded programs were from low income families. The implication of these statistics are obvious for the promotion of gender equity, affirmative action and equal educational opportunity.

Most of the children being served are 3-6 years old (68 percent), only five percent are under two, 24 percent are from 2-3 years old, and three percent are over age six. One of the main reasons that there are so few child development centers for infants is that infant care is much more expensive to provide, compared to other forms of child care, due to the high adult-child ratios which are required. The hours per week that children are enrolled in the programs are: 25.5 percent are enrolled 1-10 hours per week, 30 percent are enrolled 11-20 hours per week, 28.5 percent are enrolled 21-30 hours per week and 17 percent are enrolled 30 or more hours per week. This distribution reflects the flexible scheduling of campus child development programs; center staff are able to accommodate students' varied schedules.

Characteristics of Child Development Centers

Most child development centers provide a comprehensive range of developmental experiences for the children enrolled in their centers. While not every component is actually used by each family, all state-funded programs are required to provide the services listed. The services available to children and families as well as the percentage of centers which provide that service are as follows: parent education and/or involvement (95 percent), meals and/or snacks (88 percent), resource and referral (72 percent), health services (62 percent), multicultural awareness (67 percent), services for children with handicaps (43 percent), bilingual programs (31 percent), social services (40 percent), and other (e.g., toy lending library (12 percent). In addition, almost all programs provide an educational component for children and a staff development program for staff.

The number of hours per day that child development programs are open varies depending on the type of program. Lab schools tend to be open fewer hours per day (61.5 percent are open five or fewer hours) compared to child care centers (81 percent are open nine or more hours per day) and combination centers (65 percent are open nine or more hours). No laboratories are open nine or more hours per day.

Sixty-six percent of the colleges indicated that they provided child development services during summer session. Many people responding to the survey voiced grave doubts as to the future viability of summer child development programs because of fiscal cutbacks; thus, the number of programs currently operating during summer session may be significantly less than what was reported at the time the survey was taken.

Adequacy of Existing Centers

Even though child development centers exist on 81 community college campuses, there is evidence that they are not meeting the current need for service. Only eight percent of the programs reported that they were able to serve all students who wanted to enroll their child in a child development program; 82 percent of the colleges indicated that they were not able to accommodate all students. Indeed, the vast majority of child development centers are filled to capacity and have long waiting lists. There are 4,390 known students on waiting lists (approximately 48 families per program). This number obviously does not include those applicants desiring admission to programs which do not maintain a waiting list, nor does it reflect the potential number of applicants in need of care for infants, toddlers and school-aged children, but for whom such programs are largely unavailable. The overall average waiting period was five months or approximately one semester. Twenty-one percent of the programs reported waiting periods of one year or longer; however, the wait period for some programs was over two and one half years, ironically rendering the children too old for eventual admission to such programs. Thus, the number of openings available for children within a reasonable period of time falls far short of that desired by student parents in need of child care.

In addition, there are critical gaps between program need and available service for certain types of children and programs. For example, only 21 colleges (20 percent) provide infant care, eight (eight percent) colleges provide evening care and only two colleges oeprate after-school programs designed for school age children. No colleges provide care for sick children. Thus, infants, toddlers, sick children and those in need of extended day and evening care are notably underserved in child development programs in California's community colleges. In addition, community colleges are not able to train their students about how to provide these important types of child development programs because there are so few model centers on the community college campuses.

Funding Sources of Centers

Community colleges have used a variety of sources of funds to support their 107 child development centers, including one or more of the following:

State Department of Education/Office of Child Development (SDE/OCD)

A major source of funds for community college child development centers in California is the State Department of Education's Office of Child Development. Fifty-one (48 percent) of the 107 centers on community college campuses receive $3,064,497 in state general fund (campus child care) money through the Department of Education and are therefore subject to that agency's policies, regulations and guidelines. Besides campus child care funds, five additional community colleges receive a total of $1,000,809 in noncampus child development funds (general child care, state preschool and resource and referral).

Community College Child Development Tax Bail Out Funds

Twenty-eight community college districts chose to levy a Child Development Permissive Tax prior to 1978, and now receive local assistance funds from the State in the amount of $3,477,000 to support the operational costs associated with 59 (56 percent) of the child development centers. Forty-one (39 percent) of the 107 centers receive SDE/OCD funds in addition to their "bail out" money, whereas 20 (19 percent) of the centers receive bail out funds only. Although these 20 centers receive their bail out money from SDE/OCD, they are not under contract with SDE/OCD and thus are subject only to local district policies.

District Funds

Thirty-six (34 percent) of the community colleges chose to use district funds as a primary form of support for their child development centers. Many other districts use district funds as a secondary form of support to supplement child development centers funded by OCD and bail out funds. District-funded centers have not been subject to any statewide regulations or guidelines. It has been difficult to obtain accurate information on these centers because no state mandates exist to require them to submit reports.

The exact amount of money that districts are contributing to child development centers is not known. Part of the reason for this is the overlap between child development services and instruction programs. In a combination program, it is difficult to know how much of the combination program's costs are allocated to the services function and how much to the instruction function.

District Match

In order to receive their State SDE/OCD contract funds, seventeen community college districts are required to provide a 25 percent local match from district funds. The statewide match requirement is $468,959. This match requirement is a vestige from the early 70's when these child care centers were funded from federal dollars on a 75:25 matching basis. The continued matching requirement is inequitable in two ways: first, other types of federally funded child care programs do not require a local match; and second, districts that established programs subsequent to the changeover from federal funding are not required to provide a local match to receive State funds. Several attempts have been made to eliminate the requirement in an effort to attain greater equity. The state control agencies have insisted on keeping the requirement to assure that community college districts will maintain their effort and serve the same number of children as they have in the past. At the same time, no new state collars have been available to "buy out" this requirement.

Parent Fees

All OCD funded programs and almost all of the other community college child development centers charge parent fees for the use of the child development center. This source of funds usually constitutes a small part (less than ten percent) of the overall budget of the centers because most parents qualify for state subsidies since their incomes are so low.

Miscellaneous Sources of Funds

In addition to the funds mentioned above, districts also receive associated student body funds, private donations, Child Care Food Program monies and money earned through fund raising activities such as bake sales to augment their budgets. CETA, work study, and WIN were also reported as sources of funds which provide additional staff in the centers.

Summary of Funding Source Information

Type of Funding	# Centers Funded	(%)
SDE/OCD fund only	9	(8%)
Bail out funds only	20	(19%)
District only	36	(34%)
Combination (SDE/Bail out and/or District)	42	(39%)
	106	(100%)

Status of Child Development Instruction Programs

Definition of "Child Development Instruction Programs"

Child development instruction programs are approved curricular programs at community colleges leading to a certificate and/or an AA or an AS degree. Child development instruction programs are designed to train students to become directors, teachers or paraprofessionals in programs for young children, including publicly and privately funded preschools and child care centers, Head Start, Children's Centers and family day care homes. Instruction programs provide students with (1) an understanding of the theory and research in child development, and (2) practical field experiences which include direct work with children.

Relationship Between Child Development Instruction and Services

An important relationship exists between child development instruction and child development services. Students in the instructional program are usually placed in child development centers for their practicum experience. Direct work with children in a child development center is considered to be an essential part of a student's training to become a teacher in a children's program. In fact, laboratory schools are set up solely for this reason. The on-campus child development center serves as a demonstration center, where students can observe exemplary early childhood training and practice such methods themselves. On several campuses the faculty members responsible for teaching child development also administer the child development center or are actively involved in the supervision of the students working in the center. Thus, on many colleges, a close working relationship rather than strict separation of child development services and instructional personnel exists.

Child Development Certificate/Degree Options

Community college instructional programs have been designed to offer the student the following options:

(1) a 20 to 40-unit child development certificate that prepares the student to work under supervision in most preschool, nursery school, child care, and Head Start programs.

(2) a 60 to 65-unit AA degree with a major in child development. This qualifies the student for a Children's Center Permit issued by the Commission for Teacher Preparation and Licensing.

The graduate of a child development instruction program will have acquired the foundation for a philosophy of teaching, a broad base of knowledge of child development theory from birth through adolescence, and special competence in working with children in at least one age span (infant/toddler, pre-primary, or primary school age). The program integrates relevant principles from several disciplines into both general education and professional studies.

Number of Colleges Offering Child Development Instruction Programs

In 1979, the Chancellor's Office issued a report that indicated that 95 colleges (93 percent) offer courses in child development instruction ("Status of Child Development Instruction Programs in California Community Colleges," by Milton J. Beck). A typical community college offers about twelve courses. Colleges not offering courses tended to be either small colleges or campuses of multicollege districts where child development instruction was given at another college in the district. The range of courses offered appeared to correlate with college size. The largest course offerings were in the big urban colleges and also in colleges where strong leadership in child development was known to exist.

Student Enrollment in Child Development

The actual student enrollment in all child development courses in the California Community Colleges has been an elusive figure because child development is taught in so many different academic disciplines. The 1979 study of child development instruction programs identified 25 general administrative headings supervising child development departments in the community colleges. It is known that some child development instruction is listed under "home economics" and some under "early childhood education." In spite of this, the study estimated the number of college students enrolled in child development classes on a statewide basis to be 28,945. Students in child development constitute 8.8 percent of "full-time" enrollment. The number of student majors is 8,923 (31.8 percent of total enrollment in the program.) Of those who do major, 3,182 graduate (11 percent of total enrollment in the program). Many students enroll in child development classes to obtain background in child development when majoring in other subject matter areas. Illustrative are student nurses and parents who desire additional information for rearing their children.

Regardless of the measure used, whether number of students, number of courses taught, number of colleges with child development programs, or the proportion of courses in relationship to the total curriculum, child development programs constitute a substantial block of instruction in the California Community Colleges. Child development is a significant and growing educational area, with marked influence ranging from occupational training, to effective parenthood for strengthening the family unit.

Listing of Recommendations

GUIDELINES FOR COMPREHENSIVE, COORDINATED CHILD DEVELOPMENT INSTRUCTION AND SERVICES PROGRAMS

Recommendations to Community Colleges and Districts

RECOMMENDATION 1:

COMMUNITY COLLEGES SHOULD MAINTAIN BOTH AN INSTRUCTIONAL PROGRAM OF CHILD DEVELOPMENT COURSES AND A CHILD DEVELOPMENT SERVICE PROGRAM FOR CHILDREN. THESE TWO FUNCTIONS -- INSTRUCTION AND SERVICES -- SHOULD BE FULLY INTEGRATED AND COORDINATED FOR THE MUTUAL BENEFIT OF BOTH.

RECOMMENDATION 2:

CHILD DEVELOPMENT INSTRUCTION AND SERVICE PROGRAMS OF ALL COMMUNITY COLLEGE CAMPUSES SHOULD PROVIDE OPPORTUNITIES FOR INCLUSION OF BOTH CHILDREN AND ADULTS WITH SPECIAL NEEDS. THE TERM "SPECIAL NEEDS" INCLUDES THOSE PERSONS WITH DISABILITIES AS WELL AS THOSE WHO ARE GIFTED.

RECOMMENDATION 3:

CHILD DEVELOPMENT INSTRUCTION AND SERVICES PROGRAMS SHOULD ENHANCE AND REFLECT THE DIVERSE CULTURAL AND LINGUISTIC BACKGROUNDS OF STUDENTS AND CHILDREN ON EACH COLLEGE CAMPUS.

RECOMMENDATION 4

CHILD DEVELOPMENT PROGRAMS SHOULD ENCOURAGE AND PROVIDE INSERVICE TRAINING FOR CHILD DEVELOPMENT INSTRUCTIONAL STAFF, BOTH FULL AND PART-TIME, AND FOR CHILD DEVELOPMENT CENTER STAFF, IN ORDER TO PROMOTE PROFESSIONAL GROWTH AND A COMPREHENSIVE, COORDINATED PROGRAM.

RECOMMENDATION 5:

FACULTY LOADS SHOULD BE PLANNED TO ALLOW SUFFICIENT TIME FOR THE ADMINISTRATIVE DUTIES NECESSARY TO OPERATE COORDINATED INSTRUCTIONAL AND SERVICES PROGRAMS.

RECOMMENDATION 6:

THE UNIQUE NEEDS OF STUDENT PARENTS SHOULD BE ADDRESSED WHEN PLANNING INSTRUCTION AND SERVICES PROGRAMS IN ORDER TO MAXIMIZE ACCESS TO EDUCATION.

RECOMMENDATION 7:

COMMUNITY COLLEGE INSTRUCTION AND CENTER STAFF SHOULD BE ENCOURAGED TO COORDINATE THEIR EFFORTS WITH OTHER COMMUNITY AGENCIES WHICH PROVIDE CHILD DEVELOPMENT SERVICES FOR CHILDREN AND FAMILIES.

Recommendations to Chancellor's Office

RECOMMENDATION 8:

THE CHANCELLOR'S OFFICE SHOULD PROVIDE CURRENT INFORMATION ON ALL SOURCES OF FEDERAL, STATE AND PRIVATE FUNDS RELATED TO CHILD DEVELOPMENT INSTRUCTION AND SERVICES.

RECOMMENDATION 9:

THE CHANCELLOR'S OFFICE SHOULD WORK WITH THE LEGISLATURE AND STATE DEPARTMENT OF FINANCE TO ALLOW COMMUNITY COLLEGE CONSTRUCTION ACT FUNDS TO BE USED FOR COMBINATION CHILD DEVELOPMENT CENTERS. STATE BUDGET ALLOCATIONS SHOULD BE SUFFICIENT TO UNDERTAKE NEEDED RENOVATION OR CONSTRUCTION IN ORDER TO ENSURE THAT CHILD DEVELOPMENT FACILITIES ARE ADEQUATE TO MEET LICENSING STANDARDS AS WELL AS THE REQUIREMENTS OF INSTRUCTION AND SERVICES.

RECOMMENDATION 10:

THE CHANCELLOR'S OFFICE SHOULD INCLUDE A CHILD DEVELOPMENT SPECIALIST AS PART OF ITS REGULAR STAFF.

RECOMMENDATION 11:

THE CHANCELLOR'S OFFICE SHOULD ESTABLISH AN ONGOING CHILD DEVELOPMENT ADVISORY COMMITTEE.

GUIDELINES FOR QUALITY CHILD DEVELOPMENT INSTRUCTION PROGRAMS

Recommendations to Community Colleges and Districts

RECOMMENDATION 12:

A CORE CURRICULUM SHOULD BE DEVELOPED AND PROVIDED AS AN INTEGRAL PART OF THE CHILD DEVELOPMENT/EARLY CHILDHOOD EDUCATION PROGRAM. THE CORE CURRICULUM SHOULD BE A PREREQUISITE REQUIREMENT TO THE GRANTING OF CERTIFICATES AND TO THE COMPLETION OF MAJORS. THIS ENTRY LEVEL CORE SHOULD PROVIDE A MINIMUM OF THREE SEMESTER UNITS IN EACH OF THE FOLLOWING AREAS:

1. CHILD GROWTH AND DEVELOPMENT, INCLUDING OBSERVATION
2. CHILD, FAMILY AND COMMUNITY RELATIONS
3. CURRICULUM DEVELOPMENT FOR THE YOUNG CHILD - THEORY AND PRACTICUM
4. CLASSROOM MANAGEMENT AND GROUP RELATIONS - THEORY AND PRACTICUM
5. EARLY CHILDHOOD EDUCATION HISTORY AND PROFESSIONAL OVERVIEW.

RECOMMENDATION 13:

EACH CAMPUS SHOULD OFFER ADDITIONAL COURSES AS AN EXTENSION OF THE CORE CURRICULUM IN ORDER TO COMPLETE MAJORS AND PERMIT CERTIFICATION, AS WELL AS TO MEET THE NEEDS OF PARTICULAR COMMUNITIES AND SPECIFIC JOB MARKETS.

RECOMMENDATION 14:

THE PRACTICUM EXPERIENCE IN THE CORE CURRICULUM SHOULD TAKE PLACE IN A CHILD DEVELOPMENT CENTER ON CAMPUS. SUPERVISION OF STUDENT INTERNS SHOULD BE PROVIDED BY THE INSTRUCTION FACULTY. WHERE POSSIBLE, A SECOND PRACTICUM IS ADVISABLE IN A COMMUNITY FIELD PLACEMENT APPROVED BY THE CHILD DEVELOPMENT PROGRAM.

RECOMMENDATION 15:

CHILD DEVELOPMENT INSTRUCTION PROGRAMS SHOULD INCLUDE PARENT EDUCATION AS A FUNDAMENTAL AND INTRINSIC PART OF THE ENTIRE CURRICULUM, BOTH IN THE FORM OF EDUCATION IN PREPARATION FOR PARENTING AND IN THE FORM OF EDUCATION ABOUT PARENTING.

THE PARENT EDUCATION COMPONENT SHOULD BE PLANNED SO THAT IT RECOGNIZES AND IS SENSITIVE TO THE DIVERSITY OF FAMILY FORM, VALUES AND ETHNICITY REFLECTED IN THE CALIFORNIA POPULATION.

RECOMMENDATION 16:

CAMPUSES AWARDING CERTIFICATES OF COMPLETION IN CHILD DEVELOPMENT SHOULD SPECIFY ON THOSE CERTIFICATES THE NUMBER OF UNITS COMPLETED AND THE CURRICULUM AREAS COVERED, AND, IF APPROPRIATE, THE PURPOSES FOR WHICH THE CERTIFICATE MAY BE USED.

RECOMMENDATION 17:

CHILD DEVELOPMENT AND EARLY CHILDHOOD EDUCATION COURSES SHOULD BE SCHEDULED TO MEET THE DIVERSITY OF STUDENT NEEDS (E.G., SHORT-COURSES, WEEKEND COURSES, OPEN ENTRY/OPEN EXIT COURSES). FLEXIBLE SCHEDULING OF FACULTY RESPONSIBILITIES (E.G., OFFICE HOURS, MEETINGS, ADVISING, OFF-CAMPUS DUTIES, ETC.) IS ALSO NECESSARY TO ACCOMMODATE THE BROAD RANGE OF STUDENT NEEDS.

RECOMMENDATION 18:

COURSES IN THE CORE CURRICULUM SHOULD BE SCHEDULED FOR SEVERAL YEARS AHEAD TO PERMIT LONG-RANGE PLANNING BY STUDENTS IN THE COMMUNITY.

RECOMMENDATION 19:

CHILD DEVELOPMENT FACULTY SHOULD WORK CLOSELY NOT ONLY WITH ADVISORY BOARDS OR COMMITTEES, BUT ALSO WITH THOSE COMMUNITY GROUPS THAT ADDRESS THE NEEDS OF YOUNG CHILDREN (E.G., FAMILY DAY CARE HOME PROVIDERS, CHILDREN'S SERVICES LOBBYING GROUPS, RESOURCE AND REFERRAL AGENCIES, AND FAMILY SERVICE AGENCIES.

RECOMMENDATION 20:

COMMUNITY COLLEGE CHILD DEVELOPMENT INSTRUCTORS SHOULD DEVELOP OFF-CAMPUS COMMUNITY-BASED INSERVICE TRAINING PROGRAMS FOR CHILD CARE AND DEVELOPMENT CENTERS IN ORDER TO UPGRADE THE QUALITY OF SERVICES IN THE COMMUNITY.

RECOMMENDATION 21:

CHILD DEVELOPMENT PROGRAMS SHOULD MOVE TOWARD ESTABLISHING SPECIFIC LIMITS ON THE PROPORTION OF PART-TIME TO FULL-TIME FACULTY. IT IS SUGGESTED THAT NO MORE THAN 28 PERCENT OF TOTAL FACULTY CONTACT HOURS BE TAUGHT BY PART-TIME FACULTY.

RECOMMENDATION 22:

IT IS RECOMMENDED THAT EFFORTS BE MADE TO INTEGRATE PART-TIME FACULTY INTO CHILD DEVELOPMENT AND EARLY CHILDHOOD EDUCATION FUNCTIONS AND DECISION-MAKING PROCESSES.

RECOMMENDATION 23:

COMMUNITY COLLEGES ARE ENCOURAGED TO DEVELOP FOSTER PARENT TRAINING PROGRAMS AS PART OF THEIR INSTRUCTIONAL PROGRAMS.

Recommendations to Chancellor's Office

RECOMMENDATION 24:

THE CHILD DEVELOPMENT SPECIALIST IN THE CHANCELLOR'S OFFICE SHOULD WORK WITH THE COMMISSION ON TEACHER CREDENTIALLING TO ESTABLISH AN APPROVED PROGRAM AND INCLUDE THE CORE CURRICULUM WITHIN THE REQUIREMENTS FOR THE CALIFORNIA CHILDREN'S CENTER INSTRUCTIONAL PERMIT AND THE ADMINISTRATIVE PERMIT.

RECOMMENDATION 25:

THE CHANCELLOR'S OFFICE SHOULD PROVIDE LEADERSHIP TO MAKE ALL CORE COURSES TRANSFERABLE TOWARDS THE EARLY CHILDHOOD DEGREE IN FOUR-YEAR INSTITUTIONS. CHILD DEVELOPMENT, AND CHILD, FAMILY AND COMMUNITY COURSES SHOULD BE TRANSFERABLE IN FULFILLMENT OF GENERAL EDUCATION REQUIREMENTS.

RECOMMENDATION 26:

THE CHANCELLOR'S OFFICE SHOULD PROVIDE VIGOROUS LEADERSHIP IN HELPING TO IMPROVE ARTICULATION FOR STUDENTS, BOTH BETWEEN COMMUNITY COLLEGES AND FOUR-YEAR COLLEGES AND ALSO FROM ONE COMMUNITY COLLEGE TO ANOTHER.

RECOMMENDATION 27:

THE CHANCELLOR'S OFFICE SHOULD ENCOURAGE ARTICULATION BY STANDARDIZING COURSE TITLES AND BY LISTING MINIMAL COMPETENCIES IN COURSE DESCRIPTIONS - AT LEAST FOR ALL CLASSES WITHIN THE CORE CURRICULUM. A BROAD BASED COMMITTEE SHOULD BE CONVENED TO ADDRESS THIS TASK.

GUIDELINES FOR QUALITY CHILD DEVELOPMENT CENTERS AND SERVICES

Recommendations to Community Colleges and Districts

RECOMMENDATION 28:

COMMUNITY COLLEGE CHILD DEVELOPMENT CENTERS FOR CHILDREN SHOULD CONTAIN ALL THE COMPONENTS OF A QUALITY MODEL PROGRAM INCLUDING: A SAFE AND APPROPRIATE PHYSICAL ENVIRONMENT, ENRICHING PROGRAM ACTIVITIES, SUPPORT SERVICES, EFFECTIVE ADMINISTRATION, ADEQUATE FUNDING, APPROPRIATE PREPARATION OF STAFF, AND INVOLVEMENT OF PARENTS, STUDENTS AND COMMUNITY MEMBERS.

RECOMMENDATION 29:

ALL COMMUNITY COLLEGE CHILD DEVELOPMENT CENTERS SHOULD HAVE AN INDOOR AND OUTDOOR PHYSICAL ENVIRONMENT THAT IS SAFE AND APPROPRIATE TO THE AGE OF THE CHILDREN BEING SERVED.

RECOMMENDATION 30:

ALL COMMUNITY COLLEGE CHILD DEVELOPMENT CENTERS SHOULD PROVIDE AGE-APPROPRIATE PROGRAM ACTIVITIES AND SERVICES THAT ARE DESIGNED TO MEET THE BASIC INTELLECTUAL, SOCIAL, EMOTIONAL, AND PHYSICAL NEEDS OF EACH CHILD AS WELL AS SPECIAL NEEDS, SUCH AS MULTICULTURAL AND BILINGUAL.

RECOMMENDATION 31:

ALL COMMUNITY COLLEGE CHILD DEVELOPMENT CENTERS SHOULD MAKE SUPPORT SERVICES AVAILABLE TO CHILDREN, FAMILIES, AND TEACHING STAFF THAT INCLUDE RESOURCE AND REFERRAL, STAFF TRAINING, HEALTH SERVICES, TRANSPORTATION, NUTRITION, AND SOCIAL SERVICES.

RECOMMENDATION 32:

PROGRAM ADMINISTRATION THAT ENSURES EFFICIENT AND EFFECTIVE PROGRAMS SHOULD BE PRESENT IN ALL CHILD DEVELOPMENT CENTERS.

RECOMMENDATION 33:

PARENTS, STUDENTS, COMMUNITY MEMBERS AND TEACHING STAFF SHOULD BE PRESENT IN THE CHILD DEVELOPMENT CENTER TO ENRICH THE PROGRAM FOR THE CHILDREN AND THEMSELVES.

RECOMMENDATION 34:

TEACHING STAFF IN THE CHILD DEVELOPMENT CENTER SHOULD HAVE APPROPRIATE PREPARATION TO ENSURE MEETING THE CHILDREN'S BASIC INTELLECTUAL, SOCIAL, EMOTIONAL AND PHYSICAL NEEDS AS WELL AS THE STUDENTS' TRAINING NEEDS.

RECOMMENDATION 35:

FUNDING THAT IS TIMELY AND ADEQUATE TO CARRY OUT ALL COMPONENTS SHOULD BE AVAILABLE TO ALL CHILD DEVELOPMENT CENTERS.

RECOMMENDATION 36:

EFFORTS TO UPGRADE THE STATUS AND PAY SCALE OF ALL PEOPLE WHO WORK WITH YOUNG CHILDREN BOTH ON THE CAMPUS AND IN THE COMMUNITY SHOULD BE INITIATED AND SUPPORTED BY THE COMMUNITY COLLEGE CHILD DEVELOPMENT PROGRAM STAFF AND ADMINISTRATORS.

RECOMMENDATION 37:

COMMUNITY COLLEGE CHILD DEVELOPMENT CENTERS SHOULD KEEP THE NEEDS OF THE CHILDREN AS PRIMARY WHEN STUDENTS, VISITORS, AND OBSERVERS ARE INVOLVED IN THE PROGRAM.

RECOMMENDATION 38:

ALL COMMUNITY COLLEGE CHILD DEVELOPMENT CENTERS SHOULD MEET OR EXCEED LICENSING STANDARDS AS DEFINED IN THE CALIFORNIA ADMINISTRATIVE CODE, TITLE 22.

RECOMMENDATION 39:

CAMPUS CHILD DEVELOPMENT CENTERS SHOULD REGULARLY UTILIZE A COMPREHENSIVE PROGRAM ASSESSMENT/EVALUATION INSTRUMENT TO ASSESS THE QUALITY OF THEIR PROGRAM. THE RESULTS OF THIS ASSESSMENT SHOULD BE USED TO DEVELOP PROGRAM PLANS, OBJECTIVES AND INSERVICE TRAINING. THIS ASSESSMENT SHOULD BE INCORPORATED AS PART OF THE DISTRICT'S COMPREHENSIVE MASTER PLANNING/EVALUATION PROCESS.

RECOMMENDATION 40:

COMMUNITY COLLEGE CHILD DEVELOPMENT CENTERS SHOULD BE ENCOURAGED TO APPLY FOR FUNDS AVAILABLE THROUGH THE STATE DEPARTMENT OF EDUCATION, OFFICE OF NUTRITION SERVICES, FOR THE CHILD CARE FOOD PROGRAM.

RECOMMENDATION 41:

CHILD DEVELOPMENT CENTERS SHOULD WORK COOPERATIVELY WITH OTHER DEPARTMENTS AND SERVICES OF THE COLLEGE.

Recommendations to Chancellor's Office

RECOMMENDATION 42:

THE CHANCELLOR'S OFFICE SHOULD WORK WITH THE ACCREDITATION COMMISSION TO REVISE CURRENT ACCREDITATION STANDARDS FOR COMMUNITY COLLEGES TO ADD A SECTION PERTAINING TO STANDARDS FOR CHILD DEVELOPMENT CENTERS.

RECOMMENDATION 43:

THE CHANCELLOR'S OFFICE SHOULD CONTINUE TO WORK WITH THE STATE DEPARTMENT OF EDUCATION TO CHANGE THE REIMBURSEMENT SYSTEM TO MEET THE SPECIAL NEEDS OF CAMPUS PROGRAMS.

RECOMMENDATION 44:

THE CHANCELLOR'S OFFICE SHOULD PROMULGATE CONSISTENT NOMENCLATURE AND BASIC JOB DESCRIPTIONS FOR ALL PERSONNEL WORKING WITH CHILDREN IN CHILD DEVELOPMENT CENTERS.

RECOMMENDATION 45:

THE CHANCELLOR'S OFFICE SHOULD WORK WITH THE DEPARTMENT OF SOCIAL SERVICES' LICENSING DIVISION AND THE DEPARTMENT OF EDUCATION'S OFFICE OF CHILD DEVELOPMENT TO ENSURE THAT THERE IS CLEAR POLICY AND SUFFICIENT STAFF SO THAT ALL COMMUNITY COLLEGE CHILD DEVELOPMENT CENTERS ARE LICENSED.

RECOMMENDATION 46:

THE CHANCELLOR'S OFFICE SHOULD WORK TO ELIMINATE THE MATCH REQUIREMENT FOR CAMPUS CHILD DEVELOPMENT PROGRAMS AND TO PROVIDE NEW STATE DOLLARS TO REPLACE THE MATCH FUNDS.

RECOMMENDATION 47:

THE CHANCELLOR'S OFFICE SHOULD CONTINUE ITS SUPPORT FOR THE CARE PROGRAM AND OTHER SIMILAR PROGRAMS WHICH PROVIDE EDUCATIONAL ACCESS FOR A SEGMENT OF THE POPULATION WHICH HAS BEEN NEGLECTED IN THE EDUCATION PROCESS.

GUIDELINES FOR COMPREHENSIVE, COORDINATED CHILD DEVELOPMENT INSTRUCTION AND SERVICES PROGRAMS

RECOMMENDATIONS 1 - 11

- Recommendations 1 - 7 to Colleges.
- Recommendations 8 - 11 to Chancellor's Office.

GUIDELINES FOR COMPREHENSIVE, COORDINATED CHILD DEVELOPMENT INSTRUCTION AND SERVICES PROGRAMS

Recommendations to Community Colleges and Districts

RECOMMENDATION 1:

> COMMUNITY COLLEGES SHOULD MAINTAIN BOTH AN INSTRUCTIONAL PROGRAM OF CHILD DEVELOPMENT COURSES AND A CHILD DEVELOPMENT SERVICE PROGRAM FOR CHILDREN. THESE TWO FUNCTIONS -- INSTRUCTION AND SERVICES -- SHOULD BE FULLY INTEGRATED AND COORDINATED FOR THE MUTUAL BENEFIT OF BOTH.

RATIONALE:

Presently, some community colleges have only an instructional program with no child development center or laboratory where students can gain practical skills under supervision. Other campuses have only a child care program providing services to student families. Still other campuses have separate programs for each function and some campuses have no child development programs at all. The intent of this recommendation is to emphasize the importance of a coordinated instruction and services program. It is not sufficient to have separate instruction and services programs even though they may meet all the guidelines detailed in other sections of this report. To have a truly exemplary program, a community college must exhibit a cooperative relationship between the instruction and services components.

The Task Force believes an integrated program of training for adult college students and services to children of student families is optimal and combines the strengths of both. To become adequately trained, students in child development must develop and practice specific skills under the supervision of an instructor in the same way that students do in chemistry, cosmetology, computer science, auto technology, etc. This can best be done in a laboratory setting where there is sufficient staff to maintain the quality of the children's program as well as to provide ongoing feedback to students learning about child development. However, students need experience in real-life, not contrived settings. A comprehensive child development instruction and services program provides this dual focus.

Campuses which provide only a laboratory setting are sometimes accused of "being in an ivory tower." Graduates may complain that they were unprepared for the stresses and realities of providing full-time care to young children. Furthermore, sometimes student parents at these campuses feel their access to the college is limited by the restricted hours and enrollment policies of laboratory programs. These campuses lose an opportunity to provide a model of a comprehensive quality program for children.

Colleges which provide child care services only with no ties to the instruction program may be providing a valuable service but they are not providing an optimum training program for child development students. When they do utilize student interns, there is rarely direct ongoing supervision of the student. Skills learned by the students may not be related or integrated into the more academic part of the student's training. Also, programs which only have a "child care" focus sometimes suffer a lower image and status in the total college community; this image can be enhanced by ties to the instructional program.

The Task Force recognizes community colleges vary widely in size, clientele, and type of program. However, the Task Force also believes that a coordinated, integrated, child development services and instruction program provides the best training for students. There are several ways this coordination can occur.

On campuses offering several programs that involve children, one site may be designated for the more intensive training of child development student majors. Other sites can include an instructional component through curriculum, parent education courses, workshops, and observations for students. This model also works for multicampus districts where one campus might provide the complete Child Development major and other campuses offer parent education and supplementary courses.

Smaller campuses that have successfully combined instruction and services may have a single person acting both as center site director and instructional coordinator. The key factor in offering a coordinated instruction and services program is that both components are provided and coordinated by one instructor or department chair reporting to one administrator.

It is recommended that the organizational/administrative structure of the local district be reviewed to determine where the combined program should be placed in the administrative structure of the college so that the greatest support and resources are available for the benefit of the total program. If a college's child development services program is currently under the auspices of student services, attempts should be made to develop coordination and linkage with the instructional program.

Both instructional and direct service programs benefit from cooperative efforts and shared resources. The combining of instruction and services is also fiscally sound in light of current state funding limitations.

RECOMMENDATION 2:

> CHILD DEVELOPMENT INSTRUCTION AND SERVICE PROGRAMS OF ALL COMMUNITY COLLEGE CAMPUSES SHOULD PROVIDE OPPORTUNITIES FOR INCLUSION OF BOTH CHILDREN AND ADULTS WITH SPECIAL NEEDS. THE TERM "SPECIAL NEEDS" INCLUDES THOSE PERSONS WITH DISABILITIES AS WELL AS THOSE WHO ARE GIFTED.

RATIONALE:

Many children and adults with "special needs" are isolated from the mainstream through segregated instruction and services. Since persons with "special needs" must live in the broader, integrated world, it is important that learning experiences for adults and children in community college child development programs provide models for living and functioning in nonsegregated settings. The federal law P.L. 94-142 mandated that school districts provide services for handicapped individuals from age 3 years to 21 years. The inclusion of persons with special needs in child development programs provides another means of implementing the intent of the law.

Maintaining a disabled student in a child development instructional program may require support services from a broad array of college programs such as learning centers, tutorial programs, ESL, and specialized services. In the child development center, the inclusion of children with exceptionalities may require additional support staff. This aspect of the program also could be supported in part by supervised student volunteers.

RECOMMENDATION 3:

CHILD DEVELOPMENT INSTRUCTION AND SERVICES PROGRAMS SHOULD ENHANCE AND REFLECT THE DIVERSE CULTURAL AND LINGUISTIC BACKGROUNDS OF STUDENTS AND CHILDREN ON EACH COLLEGE CAMPUS.

RATIONALE:

Child development programs should enhance and reflect the multicultural and diverse linguistic backgrounds of all children and adults enrolled by (a) providing culturally diverse male and female staff who serve as positive role models, by respecting the students' language and cultural values, and promoting articulation between the student's language and English; (b) emphasizing pride and respect for the native language and culture; (c) involving the linguistic/cultural groups concerned at all levels of the college community; (d) stressing the importance of parent participation in the child's education with parent education that includes the differences and similarities between the cultures of the children enrolled and the dominant culture; (e) fostering understanding and appreciation by the staff, students, children and families of the dominant culture for the values of the minorities, including the use of cultural resources from the local community to enrich the curriculum; and (f) helping the families locate resource persons who understand the language and culture of the group.

RECOMMENDATION 4:

CHILD DEVELOPMENT PROGRAMS SHOULD ENCOURAGE AND PROVIDE INSERVICE TRAINING FOR CHILD DEVELOPMENT INSTRUCTIONAL STAFF, BOTH FULL AND PART-TIME, AND FOR CHILD DEVELOPMENT CENTER STAFF, IN ORDER TO PROMOTE PROFESSIONAL GROWTH AND A COMPREHENSIVE, COORDINATED PROGRAM.

RATIONALE:

Child Development/Early Childhood Education programs do not offer a series of individual classes; rather, the offerings are a comprehensive, coordinated program. In order to provide an integrated and responsive curriculum for students, faculty and staff need the opportunity to evaluate their existing programs, and forge unified directions for future development. It is essential that all those involved in working with students have ample time to share their perspectives. In order to provide this opportunity, arrangements for group inservice are needed. It is recommended that periodic retreats, workshops, and planning days be conducted for both child development instructors and center staff to facilitate departmental communication, planning and relationships.

RECOMMENDATION 5:

> FACULTY LOADS SHOULD BE PLANNED TO ALLOW SUFFICIENT TIME FOR THE ADMINISTRATIVE DUTIES NECESSARY TO OPERATE COORDINATED INSTRUCTIONAL AND SERVICES PROGRAMS.

RATIONALE:

Laboratory schools and child development centers established on a majority of campuses function as a key component of the child development instruction program, as well as serving the needs of student families with children. As has been detailed earlier, these services require coordination in order to operate most effectively for students and children. Due to limited funding, administrative duties may fall to instructional faculty without the needed release time for coordination. It is essential that time for coordination be reflected in the faculty teaching load since coordination is essential to quality child development programs.

RECOMMENDATION 6:

> THE UNIQUE NEEDS OF STUDENT PARENTS SHOULD BE ADDRESSED WHEN PLANNING INSTRUCTION AND SERVICES PROGRAMS IN ORDER TO MAXIMIZE ACCESS TO EDUCATION.

RATIONALE:

In California, where 50 percent of the mothers of children under six years of age are employed full time outside the home, access to education becomes difficult for student parents. Child care, location of courses, length of courses, scheduling and transportation become even more problematic for the student who must juggle children's lives as well as the pressures of school and employment. Planning must address these problems in order to provide instruction and services which meet students' needs.

RECOMMENDATION 7:

COMMUNITY COLLEGE INSTRUCTION AND CENTER STAFF SHOULD BE ENCOURAGED TO COORDINATE THEIR EFFORTS WITH OTHER COMMUNITY AGENCIES WHICH PROVIDE CHILD DEVELOPMENT SERVICES FOR CHILDREN AND FAMILIES.

RATIONALE:

It is essential that the child development staff meet with and coordinate their efforts with other community groups involved in meeting the needs of young children in order to avoid duplication of services and to develop courses that address community job market needs. Examples of community groups are resource and referral agencies, CARE (Cooperative Agencies of Resources for Education), and family day care home associations.

Recommendations to Chancellor's Office

RECOMMENDATION 8:

THE CHANCELLOR'S OFFICE SHOULD PROVIDE CURRENT INFORMATION ON ALL SOURCES OF FEDERAL, STATE AND PRIVATE FUNDS RELATED TO CHILD DEVELOPMENT INSTRUCTION AND SERVICES.

RATIONALE:

It is very difficult for individual campuses or child development programs on these campuses to keep abreast of the maze of funding sources, requirements and application information. In addition, individual programs are not always aware of available services with which they could coordinate -- e.g., Vocational Education, SDE/Office of Child Development, Child Care Food Program, foundations, services and organization grants. It is imperative that the Chancellor's Office perform the functions of an information clearinghouse.

RECOMMENDATION 9:

THE CHANCELLOR'S OFFICE SHOULD WORK WITH THE LEGISLATURE AND STATE DEPARTMENT OF FINANCE TO ALLOW COMMUNITY COLLEGE CONSTRUCTION ACT FUNDS TO BE USED FOR COMBINATION CHILD DEVELOPMENT CENTERS. STATE BUDGET ALLOCATIONS SHOULD BE SUFFICIENT TO UNDERTAKE NEEDED RENOVATION OR CONSTRUCTION IN ORDER TO ENSURE THAT CHILD DEVELOPMENT FACILITIES ARE ADEQUATE TO MEET LICENSING STANDARDS AS WELL AS THE REQUIREMENTS OF INSTRUCTION AND SERVICES.

RATIONALE:

The Board of Governors has assisted with the planning of child development facilities through administering state funding under the Community College Construction Act. The overall legislative intent of the Community College Construction Act is to permit state funding under the Act if the building is erected predominantly for instructional purposes. In the plans for capital construction, a district is required to relate the need for the facility to its plans for future academic programs. Thus, a district may seek state support for the construction of a child development center; however, before such state aid may be granted, the district must establish the existence of a legitimate and predominant instructional purpose for the facility.

Child development centers have been constructed predominantly for instructional purposes (e.g., lab schools), for service needs (e.g., child care centers) or both through combination programs. While the policy for lab schools and child care centers is clear, there has been some confusion over the eligibility of combination child development centers for state money since they serve both instructional and services purposes. The Task Force recommends that the Chancellor's Office work with the appropriate persons and agencies to allow the use of Community College Construction Act funds for combination child development centers.

Some existing campus child development facilities do not meet licensing standards. Efforts must be made to find revenue for capital outlay in order that colleges may renovate existing buildings to bring them up to fire and building codes when buildings are already available on campus. Where no suitable buildings exist, capital outlay funds should be made available to lease portable buildings or build new facilities. In addition, start-up funds should be available to purchase essential capital equipment items which are necessary for operation.

RECOMMENDATION 10:

> THE CHANCELLOR'S OFFICE SHOULD INCLUDE A CHILD DEVELOPMENT SPECIALIST AS PART OF ITS REGULAR STAFF.

RATIONALE:

A full-time child development specialist is needed in the Chancellor's Office in order to implement the recommendations developed by the Task Force on Child Development Instruction and Services and to serve as a liaison with the SDE/Office of Child Development.

Seventy-five percent of the community college campuses now have child development programs and it is extremely important that there be a person who can coordinate and assist at the state level in the functioning of the various programs. The complexities of the coordinated child development program (instruction and services) require that a person be designated to devote full-time as a specialist in order to ensure quality educational programs.

The specialist could serve as a valuable liaison between not only the state and the many campuses but also between the various campuses and four-year institutions. Information could be shared and many colleges would benefit from the experiences of others. Much time, energy and money may be saved by avoiding duplication of efforts.

RECOMMENDATION 11:

> THE CHANCELLOR'S OFFICE SHOULD ESTABLISH AN ONGOING CHILD DEVELOPMENT ADVISORY COMMITTEE.

RATIONALE:

It is recommended that an advisory committee be established and meet regularly with the child development specialist to discuss current policy issues in the area of child development services and instruction. The committee should be composed of various representatives of community colleges who are concerned with child development instruction and services including: students, members of Boards of Trustees, Superintendent/Presidents, Deans of Instruction, Directors of Child Development Centers, Instructors of child development and others.

GUIDELINES FOR QUALITY CHILD DEVELOPMENT INSTRUCTION PROGRAMS

RECOMMENDATIONS 12 - 27

- Recommendations 12 - 22 to community colleges and districts.
- Recommendations 23 - 27 to Chancellor's Office.

RECOMMENDATION 12:

A CORE CURRICULUM SHOULD BE DEVELOPED AND PROVIDED AS AN INTEGRAL PART OF THE CHILD DEVELOPMENT/EARLY CHILDHOOD EDUCATION PROGRAM. THE CORE CURRICULUM SHOULD BE A PREREQUISITE REQUIREMENT TO THE GRANTING OF CERTIFICATES AND TO THE COMPLETION OF MAJORS. THIS ENTRY LEVEL CORE SHOULD PROVIDE A MINIMUM OF THREE SEMESTER UNITS IN EACH OF THE FOLLOWING AREAS:

1. CHILD GROWTH AND DEVELOPMENT, INCLUDING OBSERVATION
2. CHILD, FAMILY AND COMMUNITY RELATIONS
3. CURRICULUM DEVELOPMENT FOR THE YOUNG CHILD - THEORY AND PRACTICUM
4. CLASSROOM MANAGEMENT AND GROUP RELATIONS - THEORY AND PRACTICUM
5. EARLY CHILDHOOD EDUCATION HISTORY AND PROFESSIONAL OVERVIEW.

RATIONALE:

While there exists great diversity in the courses, teaching styles and philosophy in child development programs throughout the state, there are broad, agreed-upon areas of theory and practice. Defining these areas as a "core" curriculum will formalize the broad agreement that already exists about the breadth of knowledge necessary for students, and create parity and consistency for the varied degree, certificate and permit requirements. The "core" curriculum should also be used as a basis for articulation agreements between community colleges and four year institutions, in an effort to provide continuity for child development transfer students.

The Early Childhood Teacher Education Guidelines published by the National Association for the Education of Young Children in 1982, as well as several other policy documents, reiterate the areas designated above to be the main courses which should be included in the core curriculum as a minimum in model child development instructional programs.

The core curriculum should include theoretical knowledge and practical skills in:

1. Human development through the life span, with special emphasis on cognitive, language, physical, social, and emotional development, both typical and atypical.

2. Historical, philosophical, psychological, and social foundations of Early Childhood Education.

3. Curriculum for teaching young children, including:

    a. Goal setting - specifying goals to facilitate children's physical growth and development and skills in communication, inquiry, creative expression, and interpersonal relations.

    b. Content - creating developmentally appropriate integrated learning experiences for infants/toddlers, preprimary, and primary school children that facilitate development and learning in all areas: cognitive, language, physical, social, emotional, and aesthetic.

    c. Methodology

        o planning, implementing, and evaluating educational currica with developmentally appropriate content and methodology for infants/toddlers, preprimary, and/or primary school children in areas such as language, mathematics, science, social studies, health, safety, nutrition, art, music, drama, and movement;

        o creating, evaluating, and selecting materials;

        o creating learning environments using concrete manipulative materials and play as instruments for enhancing development and learning;

        o creating environments and planning for the individual needs of all children, including children with disabilities and special abilities;

        o understanding a variety of curriculum models.

4. Observation and recording of children's behavior for purposes of assistance in achieving goals, providing for individual needs, and appropriately guiding children.

5. Preparation for working in settings that include atypical children: understanding the needs of developmentally diverse children, and recognizing conditions requiring assistance from other professionals.

6. Communication and conference techniques, interpersonal and intergroup relations and techniques for working with staff as an instructional team.

7. Family and community relations, including communication with parents and parent involvement.

8. Awareness of value issues and professional codes of ethics.

9. Comprehension of cultural diversity and its implications.

10. Understanding of legislation and public policy as it affects children, families, and programs for children.

RECOMMENDATION 13:

EACH CAMPUS SHOULD OFFER ADDITIONAL COURSES AS AN EXTENSION OF THE CORE CURRICULUM IN ORDER TO COMPLETE MAJORS AND PERMIT CERTIFICATION, AS WELL AS TO MEET THE NEEDS OF PARTICULAR COMMUNITIES AND SPECIFIC JOB MARKETS.

RATIONALE:

While the core curriculum provides an entry level introduction to child development, exit level competence requires further study. Each region in California has specific job market needs. Every campus serves a variety of students who are taking courses for widely varied reasons. Appropriate and necessary courses to supplement the core curriculum could include: working with parents; infant and toddler development - curriculum and practicum; child care -theory and practice; comparative programs; the child in multicultural settings; special needs child; family day care home training; legislative issues; child nutrition; staff relations; learning theory; specific curriculum areas (e.g., music, blocks, prereading).

RECOMMENDATION 14:

THE PRACTICUM EXPERIENCE IN THE CORE CURRICULUM SHOULD TAKE PLACE IN A CHILD DEVELOPMENT CENTER ON CAMPUS. SUPERVISION OF STUDENT INTERNS SHOULD BE PROVIDED BY THE INSTRUCTION FACULTY. WHERE POSSIBLE, A SECOND PRACTICUM IS ADVISABLE IN A COMMUNITY FIELD PLACEMENT APPROVED BY THE CHILD DEVELOPMENT PROGRAM.

RATIONALE:

Early childhood educators universally support the importance of field experience as a concurrent requirement with classroom preparation of students majoring in child development. It is important for students to have first-hand experience with children in a child development center to prepare them for proper teaching of children. Campus child development centers allow faculty to make suggestions about the curriculum in the center, provide opportunities for students to exercise responsibilities and experiment with instructional techniques, and also provide for the analysis and exchange of ideas related to field experiences. On-campus child development programs provide an opportunity for continuous supervision of students working in the centers. Faculty can assess the teaching performance of students and provide feedback to students regarding areas in which they need improvement. Thus, students participating in a field placement on campus are likely to have a much richer academic experience than if the center didn't exist.

As the skill of students increases, it is also desirable for students to have additional supervised experience in community programs which typify good practice in the current job market. Students should be supervised by on-site personnel as well as college faculty. Provision should be made for each student to be observed regularly by supervising college faculty. Field placement both on and off campus should always be accompanied by appropriate coursework and seminar meetings to provide opportunities for analysis, evaluation and discussion of the field experience. The field experience should also include supervised experience in working with parents and also work with interdisciplinary teams of professionals when appropriate.

Finally, the field experience should culminate in an opportunity for the student to assume responsibility for the full range of teaching duties in an early childhood setting.

RECOMMENDATION 15:

> CHILD DEVELOPMENT INSTRUCTION PROGRAMS SHOULD INCLUDE PARENT EDUCATION AS A FUNDAMENTAL AND INTRINSIC PART OF THE ENTIRE CURRICULUM, BOTH IN THE FORM OF EDUCATION IN PREPARATION FOR PARENTING AND IN THE FORM OF EDUCATION ABOUT PARENTING.
>
> THE PARENT EDUCATION COMPONENT SHOULD BE PLANNED SO THAT IT RECOGNIZES AND IS SENSITIVE TO THE DIVERSITY OF FAMILY FORM, VALUES AND ETHNICITY REFLECTED IN THE CALIFORNIA POPULATION.

RATIONALE:

In this time of rapid social change, families are under great stress, and the task of parenting has become increasingly difficult. No area of education will have greater long range impact upon society than that which equips parents to better serve their children's needs and to better understand their own experience. Instructors in child development are obligated to provide their expertise and to develop a forum for the sharing of knowledge and support which can help families rear healthy children.

In addition, teachers in child care settings are in the precarious and privileged position of supporting families of diverse populations in the daily upbringing of young children. It is essential that all those who care for other people's children have an understanding of the experience of parenting and respect for a wide variety of family structures and beliefs. Parents are young children's primary teachers. It is essential that parents and child development personnel understand and support each other, and share mutual language and commitment in regard to children. An understanding of childhood cannot be complete without an understanding of the powers and constraints intrinsic to parenthood in all its forms.

RECOMMENDATION 16:

CAMPUSES AWARDING CERTIFICATES OF COMPLETION IN CHILD DEVELOPMENT SHOULD SPECIFY ON THOSE CERTIFICATES THE NUMBER OF UNITS COMPLETED AND THE CURRICULUM AREAS COVERED, AND, IF APPROPRIATE, THE PURPOSES FOR WHICH THE CERTIFICATE MAY BE USED.

RATIONALE:

Many campuses offer certificates to their students as they complete various portions of the programs. Other certificates are for 8-12 units, and indicate minimal competencies. Some certificates are for completion of majors or beyond. A few certificates are for completion of special focus programs (e.g., Family Day Care Home provider, Infant Care Specialist, Foster Parent, etc.). As a result, there is a great deal of confusion, both within the profession and among students, and this confusion is exaggerated when students move from one community to another. As a further complication, inappropriate hiring may take place when community members do not recognize the difference between campus-issued certificates of completion and the Children's Center Permit issued by the Commission for Teacher Credentialling (CTC). It is recommended that all certificates specify "This is not a teaching credential."

RECOMMENDATION 17:

CHILD DEVELOPMENT AND EARLY CHILDHOOD EDUCATION COURSES SHOULD BE SCHEDULED TO MEET THE DIVERSITY OF STUDENT NEEDS (E.G., SHORT-COURSES, WEEKEND COURSES, OPEN ENTRY/OPEN EXIT COURSES). FLEXIBLE SCHEDULING OF FACULTY RESPONSIBILITIES (E.G. OFFICE HOURS, MEETINGS, ADVISING, OFF-CAMPUS DUTIES, ETC.) IS ALSO NECESSARY TO ACCOMMODATE THE BROAD RANGE OF STUDENT NEEDS.

RATIONALE:

Although some child development students are young full-time day students, community colleges also serve a population of older "reentry" students, working students, and students raising families. Many of these students must balance jobs, families and schooling. Full semester classes and full schedule loads are often impossible. Courses that can be taken in shorter time segments would provide this population of students an appropriate way of continuing their education.

Increasingly, child development students require evening and weekend courses to accommodate their work schedules. Consequently, faculty must be available, not only to teach, but to advise students with diverse schedules.

RECOMMENDATION 18:

COURSES IN THE CORE CURRICULUM SHOULD BE SCHEDULED FOR SEVERAL YEARS AHEAD TO PERMIT LONG-RANGE PLANNING BY STUDENTS IN THE COMMUNITY.

RATIONALE:

Many students attend school less than full time, and long-term planning is essential for completion of certificates and majors, as well as to meet the Children's Center Permit requirements. Predictability of scheduling for the core curriculum (e.g., a particular course will be taught every Spring at night, every Fall in the late afternoon; another course will be offered only every other Spring, etc.) will increase the possibility of students being able to complete their programs.

RECOMMENDATION 19:

CHILD DEVELOPMENT FACULTY SHOULD WORK CLOSELY NOT ONLY WITH ADVISORY BOARDS OR COMMITTEES, BUT ALSO WITH THOSE COMMUNITY GROUPS THAT ADDRESS THE NEEDS OF YOUNG CHILDREN (E.G., FAMILY DAY CARE HOME PROVIDERS, CHILDREN'S SERVICES LOBBYING GROUPS, RESOURCE AND REFERRAL AGENCIES, AND FAMILY SERVICE AGENCIES).

RATIONALE:

Because child development programs are vocational training programs, it is essential that faculty maintain credibility by involvement in the current job markets for which they train. It is recommended that community college faculty members meet with, schedule, and coordinate with other community groups that are working to meet the needs of young children in order to avoid duplication of services, and to develop courses that address community and job market needs.

RECOMMENDATION 20:

COMMUNITY COLLEGE CHILD DEVELOPMENT INSTRUCTORS SHOULD DEVELOP OFF-CAMPUS COMMUNITY-BASED INSERVICE TRAINING PROGRAMS FOR CHILD CARE AND DEVELOPMENT CENTERS IN ORDER TO UPGRADE THE QUALITY OF SERVICES IN THE COMMUNITY.

RATIONALE:

Access to theory and data in Child Development and Early Childhood Education is as crucial, if not more so, for those who enter the field from the work place as it is for preservice students.

Many child care providers enter the job market as aides and assistants prior to taking child development courses. For those students, work hours often make traditional campus enrollment difficult. In addition, many child care staff members receive inadequate monetary compensation for life's necessities, and the costs of transportation, child care, etc., may be a deterrent to seeking on-campus education.

When onsite inservice training takes place, there is a tremendous increase in the learning possible for Child Development students who are working in community field placements. There is also a greater likelihood of community staff and college faculty sharing common language and common goals: community staff members receive support in working with students, and faculty receive ongoing information on the current issues facing the child care profession.

Child care staff members who have not enrolled in on-campus courses through fear, language difference, or lack of exposure often make the decision to pursue credentialling and general education in the community college after they have worked with faculty in onsite inservice programs. Community inservice programs often provide the needed encouragement and impetus for child care providers to enter credential and permit programs.

RECOMMENDATION 21:

CHILD DEVELOPMENT PROGRAMS SHOULD MOVE TOWARD ESTABLISHING SPECIFIC LIMITS ON THE PROPORTION OF PART-TIME TO FULL-TIME FACULTY. IT IS SUGGESTED THAT NO MORE THAN 28 PERCENT OF TOTAL FACULTY CONTACT HOURS BE TAUGHT BY PART-TIME FACULTY.

RATIONALE:

The financial crisis affecting California Community Colleges has led to the increasing use of part-time faculty on many campuses. On some campuses, part-time instructors constitute almost the entire faculty, e.g., one full-time instructor and ten part-time. While part-time instructors bring a unique perspective to the college community, their presence needs to be limited to the percentage suggested above in order to have a quality child development instructional program. Too many part-time instructors in proportion to full-time instructors results in problems of lack of consistency and coordination among courses, instability of staffing, lack of consistent advisors for students, and overload of the full-time staff with administrative and coordination responsibilities. Furthermore, sometimes part-time instructors are asked to perform administrative duties without compensation. Services of part-time instructors should not be exploited to compensate for the inadequate funding which plagues social and educational programs.

RECOMMENDATION 22:

IT IS RECOMMENDED THAT EFFORTS BE MADE TO INTEGRATE PART-TIME FACULTY INTO CHILD DEVELOPMENT AND EARLY CHILDHOOD EDUCATION FUNCTIONS AND DECISION-MAKING PROCESSES.

RATIONALE:

In order to provide an integrated vocational program, it is essential that all child development faculty have ample opportunity to communicate with one another. Because part-time instructors are paid only for their teaching hours, meetings become an unpaid service. Furthermore, because the majority of part-time instructors are additionally employed outside the college, scheduling is difficult. Nevertheless, sensitivity to the situation of part-time faculty is encouraged as is the development of alternative forms of communication which allow part-time staff to be involved in planning and decision making about the instructional program.

RECOMMENDATION 23:

COMMUNITY COLLEGES ARE ENCOURAGED TO DEVELOP FOSTER PARENT TRAINING PROGRAMS AS PART OF THEIR INSTRUCTIONAL PROGRAMS.

RATIONALE:

Foster children are a particularly vulnerable group of children. Many times, they have been moved from one family to another and this has resulted in stunted emotional, social and intellectual development. In 1980, 37 percent of the teenagers admitted to the California Youth Authority were former foster children.

Foster parent training programs provided on community college campuses provide valuable support for foster parents and enable them to cope more successfully with foster children and to minimize the likelihood of placement failure.

In 1980-81, 39 community colleges were involved in foster parent training projects and provided training for more than 4,300 individuals including foster parents, foster day care providers, social workers, foster children and natural parents. Unfortunately, the federal funds which supported these programs were eliminated in 1982.

State funds for foster parent training is expected to be available from the Chancellor's Office for Fall 1983 as a result of recently enacted legislation (SB 1337/83 Watson). Colleges are encouraged to apply for these funds and to establish or maintain these important training programs under the leadership of the Chair of the Child Development Instruction Department or another designated person who would be supportive of the program.

Recommendations to Chancellor's Office

The recommendations contained in the report to this point have been directed to community colleges and districts. The recommendations which follow in this next section are directed to the Chancellor's Office and suggest some directions for statewide leadership to help achieve the optimum level of instructional program which the Task Force envisions.

RECOMMENDATION 24:

> THE CHILD DEVELOPMENT SPECIALIST IN THE CHANCELLOR'S OFFICE SHOULD WORK WITH THE COMMISSION ON TEACHER CREDENTIALLING TO ESTABLISH AN APPROVED PROGRAM AND INCLUDE THE CORE CURRICULUM WITHIN THE REQUIREMENTS FOR THE CALIFORNIA CHILDREN'S CENTER INSTRUCTIONAL PERMIT AND THE ADMINISTRATIVE PERMIT.

RATIONALE:

The core curriculum provides an entry level exposure to those areas which are central to the understanding and skill necessary to work professionally with young children. Community colleges provide much of the training used by students to attain the California Children's Center Permit.

The Children's Center Permit is the teacher license required by persons working in state-funded programs for young children, usually children of preschool age and below.

This credential is not required for teaching in private early childhood programs, although many persons in private programs do hold such credentials and a number of private preschools do require this credential of some of their teaching staff. Last year, 3,803 Children's Center Permits were issued.

The Children's Center Permit is not an "approved program" by the standards of the Commission for Teacher Credentialling, although all of the other credential programs at the Commission are approved programs. An "approved program" is one which has met the specified guidelines of the Commission. These approved programs allow institutions to recommend persons for teacher credentials. At this point, only CTC programs at four-year colleges have been approved. These are professional programs related to functions carried out by school district personnel. Since it is not an approved program, there are no Commission-approved guidelines or competencies for the Children's Center Permit.

This Permit only requires the candidate to submit transcripts indicating 24 ECE units, 16 general education units and satisfaction of an experience requirement.

Since the candidate simply is required to have 24 units of Early Childhood Education, it is highly possible that a person could complete coursework that would not provide a balance of knowledge. For instance, a person could complete 24 units of mainly child development coursework without taking any methodology coursework, and still receive a Permit. Or a person could complete 24 units of ECE methodology without ever taking a child development foundations course.

Certain community colleges offer what they term Children's Center Permit "programs." This term is used by the individual college to define a set of courses and field work experiences designed to meet the Commission requirements for the Permit. A number of four-year colleges also are offering coursework for the Children's Center Permit. However, none of the programs have been officially approved by the Commission.

It is recommended that the Chancellor's Office work with CTC to make the Children's Center Permit part of the approved program process which would include the development of guidelines for child development instruction programs. The guidelines should include teacher competencies, legal requirements, and requirements the Commission deems important in a program, including specific competencies.

RECOMMENDATION 25

> THE CHANCELLOR'S OFFICE SHOULD PROVIDE LEADERSHIP TO MAKE ALL CORE COURSES TRANSFERABLE TOWARDS THE EARLY CHILDHOOD DEGREE IN FOUR-YEAR INSTITUTIONS. CHILD DEVELOPMENT, AND CHILD, FAMILY AND COMMUNITY COURSES SHOULD BE TRANSFERABLE IN FULFILLMENT OF GENERAL EDUCATION REQUIREMENTS.

RATIONALE:

In the field of child development, it is essential that increasing numbers of students be encouraged to complete four-year degrees, and thus gain broader theoretical understanding to apply to their essential work with children and families. For this reason, it is important to make the transition from two-year programs to four-year programs as smooth as possible. Since the core curriculum constitutes a broad, fundamental introduction to the field of Child Development/Early Childhood Education, it should be transferable in its entirety. Additionally, two courses - Child Development and Child, Family and Community - meet the broad general scope required of courses in the General Education requirements. These courses are designed to facilitate understanding of the human being as an integrated physiological, social and psychological organism.

Leadership from the Chancellor's Office **is necessary to** work with groups such as the CSU's Chancellor's Advisory Committee on General Education to educate them about child development issues and courses. It is very difficult for individual community colleges to work with statewide committees like this because of geographical isolation as well as restricted local perspective. Statewide leadership is needed from the Chancellor's Office to work most effectively to make changes in this area.

RECOMMENDATION 26:

> THE CHANCELLOR'S OFFICE SHOULD PROVIDE VIGOROUS LEADERSHIP IN HELPING TO IMPROVE ARTICULATION FOR STUDENTS, BOTH BETWEEN COMMUNITY COLLEGES AND FOUR YEAR COLLEGES AND ALSO FROM ONE COMMUNITY COLLEGE TO ANOTHER.

RATIONALE:

California Community College students are extremely mobile. It is not unusual for students to attend more than one college while completing their two-year programs. Many of these students work full time and/or are raising families. Such students may not attend school full time, and thus can take many years to complete programs and degrees.

There are at the moment only limited statewide transferability agreements among the community colleges, or, between community colleges and four-year institutions. In addition there are no systems for monitoring the agreements that do exist. Depending on which campus they transfer to (and, in some cases, which campus they transfer from), students may receive credit for as little as one course or as many as 20 units. Some programs require a specific number of course **units** be completed on their campus; others have no such requirement.

Within the community college system and between community colleges, state colleges or universities, there is need of centralized leadership to develop formal, uniform statewide policies regarding transfer of community college credit and fulfillment of general education requirements.

RECOMMENDATION 27:

> THE CHANCELLOR'S OFFICE SHOULD ENCOURAGE ARTICULATION BY STANDARDIZING COURSE TITLES AND BY LISTING MINIMAL COMPETENCIES IN COURSE DESCRIPTIONS - AT LEAST FOR ALL CLASSES WITHIN THE CORE CURRICULUM. A BROAD BASED COMMITTEE SHOULD BE CONVENED TO ADDRESS THIS TASK.

RATIONALE:

Despite broad areas of professional agreement, curricula vary so greatly from college to college that it is difficult to tell from one campus to the next whether courses bearing the same title have covered the same basic content. More commonly, course titles from one campus may have no relation to the titles from another, yet material covered may be the same. Course descriptions and titles, programs and majors are so highly individualized as to make transfer a risky process for students.

The requirement to repeat material already covered is expensive in time and in money for both student and faculty. It is also discouraging and defeating for students when transcripts and certificates do not document their skills in a way that is accepted throughout the state. Furthermore, articulation efforts would be enhanced by standardizing course titles and listing minimum competencies in course descriptions.

GUIDELINES FOR QUALITY CHILD DEVELOPMENT CENTERS AND SERVICES

RECOMMENDATIONS 28 - 47

- Recommendations 28 - 41 to community colleges and districts.
- Recommendations 42 - 47 to the Chancellor's Office.

GUIDELINES FOR QUALITY CHILD DEVELOPMENT CENTERS AND SERVICES

Recommendations to Community Colleges and Districts

RECOMMENDATION 28:

COMMUNITY COLLEGE CHILD DEVELOPMENT CENTERS SHOULD CONTAIN ALL THE COMPONENTS OF QUALITY MODEL PROGRAMS INCLUDING: A SAFE AND APPROPRIATE PHYSICAL ENVIRONMENT, ENRICHING PROGRAM ACTIVITIES, SUPPORT SERVICES, EFFECTIVE ADMINISTRATION, ADEQUATE FUNDING, APPROPRIATE PREPARATION OF STAFF, AND INVOLVEMENT OF PARENTS, STUDENTS AND COMMUNITY MEMBERS.

RATIONALE:

All children and families enrolled in community college child development centers should have access to quality child development programs. Moreover, the Task Force believes that community college child development centers should ideally reflect the highest level of program quality possible and be models of good practice because of the number of prospective teachers and parents who receive a significant part of their education and training in community college child development centers. Furthermore, the community often views the colleges as a resource for current information and applied research related to child development programs. Inservice education for child care centers personnel from the surrounding community is often held at the campus child development center. In order to maintain the colleges' credibility as leaders in the field it is important that colleges be able to demonstrate good practices for children in their own child development center. While community colleges are not the only agencies that operate high quality programs, certainly they should be one of the best models of quality available in every community.

The components of quality identified by the Riles Commission Report in 1978 (Report of the Commission to Formulate a State Plan for Child Care and Development Services in California, California State Department of Education) were used as a basis by the Task Force for the guidelines which follow in recommendations 29-36. They have been revised as appropriate for community college child development centers, and are as follows:

- An indoor and outdoor physical environment that is safe and appropriate to the age of the children being served.

- Age-appropriate program activities and services that are designed to meet the basic intellectual, social, emotional, and physical needs of each child as well as special needs, such as multicultural and bilingual environment.

- Parents, students, community members and teaching staff present in the child development center to enrich the program for the children and themselves.

- Support services available to children, families, and providers of care that include resource and referral, provider training, health services, transportation, nutrition, and social services.

- Program administration that ensures efficient and effective programs.

- Appropriate preparation of persons providing child care and development services to children and families to ensure meeting children's basic intellectual, social, emotional, and physical needs.

- Funding that is timely and adequate to carry out all components.

Each component of quality listed above contains specific characteristics which are described in detail in Recommendations 29-36. Except where noted, the indicators apply to all three age groups: infant toddlers (birth to two and one-half years), preschoolers (two and one-half years to kindergarten), and school-age children (kindergarten to 14 years). The exceptions are listed specifically for the relevant age groups in each of the descriptions of the seven components.

RECOMMENDATION 29:

ALL COMMUNITY COLLEGE CHILD DEVELOPMENT CENTERS SHOULD HAVE AN INDOOR AND OUTDOOR PHYSICAL ENVIRONMENT THAT IS SAFE AND APPROPRIATE TO THE AGE OF THE CHILDREN BEING SERVED.

RATIONALE:

The first guideline for quality child development centers is a physical environment that is appropriate to the age of the children being served. There are three areas that serve as indicators of quality in the physical environment:

1. Facility - A quality indoor facility is one with adequate light, ventilation, and acoustics. It is esthetically pleasing with an atmosphere that is cozy, warm, and intimate, and which is above all child-oriented. The layout includes adequate storage and space for children, parents, and providers of care, and it takes into account the functions and needs of the program. The arrangement of space allows for privacy. Provision is made for the temporary isolation of children during minor illnesses. The facility adheres to standards of cleanliness.

   Outdoors, the provision of shade, water, sand, grassy areas, storage, and fencing are indicators of quality. The outdoor surfaces are appropriate to the activities, age, and special needs of the children served. Licensing regulations define minimum space requirements. These are minimums, not optimums, and attention should be paid to the best use of the space available.

In facilities for infants and toddlers, special attention should be paid to the provision of areas in the facility for separate functions such as playing, sleeping, diapering, and food preparation. Sanitation procedures should include proper diaper disposal, handwashing, proper refrigeration, and dishwashing. Special attention should be paid to the care and cleanliness of the floors.

For older children the child development facility should serve as a home base where the children can check in with an adult before engaging in afterschool activities.

2. Safety - The elements of safety that relate to quality are: (a) existence of age-appropriate emergency procedures that are properly posted (e.g., fire, earthquake); (b) adults who have current first aid and cardiac pulmonary resuscitation (CPR) training; (c) first aid supplies which are readily accessible to adults but not to children and are periodically replenished; (d) adequate fencing; (e) well thought out traffic patterns; and (f) building and playgrounds that are free of hazards.

   Because infants and toddlers may have to be carried, an indicator of quality is the special attention by adults to a procedure for quickly removing very young children in an emergency. Protective barriers or gates indicate attention to safety.

3. Equipment and Materials - The equipment and materials used in programs are indicators of quality when they are age and developmentally appropriate and in good repair. Books and other learning materials should be nonsexist, multicultural, and of sufficient quantity and variety for the size of the group, and they should be easily accessible to the children.

   The equipment and materials for school-age children must provide the opportunity to balance school-day experiences with other activities such as vigorous play.

RECOMMENDATION 30:

ALL COMMUNITY COLLEGE CHILD DEVELOPMENT CENTERS SHOULD PROVIDE AGE-APPROPRIATE PROGRAM ACTIVITIES AND SERVICES THAT ARE DESIGNED TO MEET THE BASIC INTELLECTUAL, SOCIAL, EMOTIONAL, AND PHYSICAL NEEDS OF EACH CHILD AS WELL AS SPECIAL NEEDS, SUCH AS MULTICULTURAL AND BILINGUAL.

RATIONALE:

The second guideline for a quality child development center is program activities that are designed to meet the needs of each child. The indicators of quality for program activities are:

1. Age and Developmentally Appropriate Activities - Quality indicators in this area are: (a) opportunity for children to make choices; (b) provision of a variety of easily accessible materials; (c) availability of activities that are of increasing difficulty; (d) opportunities for both active and quiet play; (e) encouragement of self-help skills; (f) provision of both group and individual play with peers and other age groups; and (g) children and adults jointly involved in planning and implementation of activities whenever possible, including cleaning and maintenance of their surroundings.

   Activities that encourage school-age children to acquire new skills and to reinforce present skills are indicators of quality. Such activities revolve around vocational and avocational skills, such as exploration of the work world, hobbies, games, sports, creative activities, and assistance with homework. There must be linkage with community resources, such as park and recreation programs, libraries, agencies serving youth, and the public schools. It is **important to be aware** that children who have spent most of the day **in school** need a change of pace through small group and individual **activities**.

2. Bilingual Education - Quality indicators include adults at all levels of the program who serve as good primary language models in the child's primary language. There should also be inservice training to assist with the introduction of other languages and methods of communication, such as sign language. Adequate bilingual materials should be used. Parent involvement in the planning, implementation, and evaluation of bilingual programs is especially important.

3. Multicultural Awareness - The major elements included in multicultural awareness are adults who reflect the cultural backgrounds of individual children but who interact with all the children. The adults must have access to inservice training as well as to multicultural activities and materials. Parent involvement in the planning, implementation, and evaluation of multicultural programs is essential.

4. Individualization - Essential to quality child development services is respect for and encouragement of each child. Also essential is sufficient flexibility in scheduling to accommodate the ages and developmental needs of the children. A third important factor is an adult-to-child ratio that is appropriate to the age of the children and that reflects the need for a higher than average ratio at certain times of the day.

   Individualized activities are of particular importance in infant and toddler programs. There should be an adequate variety of sensory materials to develop awareness of the surroundings. These activities should be of increasing levels of difficulty. Some activities will require the 1:1 participation of an adult.

The need of school-age children for adult contact and supervision depends on their age and previous experience. An indicator of quality for younger school-age children is the constant presence of adults. An indicator of quality for older children is the availability of adults who are responsible for the children but who are not necessarily present at all times. They should be able to recognize varying abilities to function independently and responsibly.

5. **Adult-Child Interactions** - **Quality** in adult-child interactions refers to a sufficient number of adults who are sensitive to individual needs and who are there consistently. They listen to and respect children and are warm, nurturing, approachable, patient, and loving.

   A critical area related to quality for infants and toddlers is consistent, nurturing care given both daily and over long time periods by the same adults. The provision of 1:1 relationships is particularly important.

   Quality in adult-child interactions for school-age children is indicated by encouraging this age group to develop interpersonal skills such as, but not limited to, problem solving, decision making, and clarification of values.

6. Adult-Child Ratios - Community college child development centers should maintain optimal adult/child ratios as defined by the early childhood education community, rather than minimal ratios as required by regulatory agencies, in order to ensure quality services.

   As vocational education programs, community colleges children's service programs ideally represent model programs for the community, and thus require optimal adult/child ratios. Minimal ratios, as required by licensing codes, may be adequate to ensure children's safety, but do not necessarily allow for high quality services. Furthermore, minimal ratios do not allow for the dual role of teachers as providers of children's services, as well as instructors of students and parents.

RECOMMENDATION 31:

ALL COMMUNITY COLLEGE CHILD DEVELOPMENT CENTERS SHOULD MAKE SUPPORT SERVICES AVAILABLE TO CHILDREN, FAMILIES, AND TEACHING STAFF THAT INCLUDE RESOURCE AND REFERRAL, STAFF TRAINING, HEALTH SERVICES, TRANSPORTATION, NUTRITION, AND SOCIAL SERVICES.

RATIONALE:

The third guideline for quality child development centers is the provision of support services to children, parents and teaching staff. The following support services are present in a quality center:

1. Resource and Referral Services - Centers should maintain and make available current resource and referral information on:

   - other nearby child care alternatives if the center is full.
   - centers or facilities in the area serving other age groups, e.g. infants and school age children.
   - facilities for children and parents with special needs, e.g. psychological counseling, food stamps, health clinics, etc.

   Such referral information should be available in parents' primary language whenever feasible.

2. Health Services - One indicator of quality in the health area is the existence of a health plan for meeting the needs of all participants in the program. The plan should be fully discussed and understood by parents, staff, and community advisers, including those who do not speak English. Such a plan would include, but not be limited to: (a) description of the health clearance required for each child and for any adult (volunteer or staff member) who works regularly with children; (b) ongoing health records to be kept for each child and each staff member; (c) specific plan in case of an accident or sudden illness of a child while participating in the program; (d) plan for nonemergency care of sick children (such as diarrhea, colds, skin diseases, worms, and so forth); (e) access to consultation by appropriate health professionals, and (f) plan for education about health for children, parents, and staff.

   In programs for infants and toddlers, two additional indicators of quality in health care are emphasis on the importance of immunizations and immediate access to a pediatric nurse, nurse practitioner, or physician at all times.

   Specific indicators of quality for school-age children are completion of required immunizations and development of an understanding of accident prevention.

3. Transportation - An assessment of the target population should be made to determine the need for transportation. Transportation is sometimes a necessity to provide children with before and after school care, and especially in rural areas. Transportation may be needed for field trips, for emergency situations, to social services, to and from public school and the center, and from home to the center. Attention should be paid to safety, insurance, adequacy of vehicles, and competence of drivers. Advance preparation, follow up, and safety education for the children should be included.

4. Nutrition - A quality program includes nutrition, nutrition education, food preparation, and snack and meal time planning involving children, parents, and providers. The program uses food to expand multicultural awareness. There should be emphasis on balance and variety of foods, with no junk food being offered. Parents and providers should have access to information and education in basic child nutrition. Infants should be held during bottle feeding.

5. **Social Services - Families** should have information about social services as well as availability of professionals such as psychologists, social workers, and speech therapists who are sensitive to parents' needs and have a thorough knowledge of community resources.

RECOMMENDATION 32:

PROGRAM ADMINISTRATION THAT ENSURES EFFICIENT AND EFFECTIVE PROGRAMS SHOULD BE PRESENT IN ALL CHILD DEVELOPMENT CENTERS.

RATIONALE:

The fourth guideline for quality child development centers is an administration that ensures efficient and effective programs. An administrator is any person in a leadership role. Thus, in community colleges, this includes not only the director of the center, but also the deans to whom they are responsible, and ultimately the president. Good and bad programs reflect their leaders. Consequently, it is important that the quality of the administration continuously grow; administrators should participate in training programs to continually upgrade their administrative and organizational skills.

An effective administrator of a child development center should:

- Adopt a coherent program philosophy with input from parents and staff.
- Implement staffing and personnel policies which include:
  - adequate staffing levels
  - means for staff to communicate regularly with administrators
  - professional recognition of staff
  - staff involvement in program planning
  - affirmative action employment including attention to recruitment and selection of personnel of both sexes and a variety of cultural and linguistic backgrounds

  - staff performance evaluations, both formal and informal which contributes to the staff members' growth.

- Promote positive community relations by:
  - welcoming visitors to the center
  - advocating the importance of child development programs through the news media
  - providing public information materials about the center.

- provide adequate support services.

- Secure adequate funding for programs.

- Maintain appropriate and adequate recordkeeping systems to monitor expenses and ensure fiscal accountability.

- Set up active advisory board to center including representation by parents, community and staff.

RECOMMENDATION 33:

PARENTS, STUDENTS, AND COMMUNITY MEMBERS SHOULD BE PRESENT IN THE CHILD DEVELOPMENT CENTER TO ENRICH THE PROGRAM FOR THE CHILDREN AND THEMSELVES.

RATIONALE:

The participation of parents, students, and community members is vital to the success of a child development program.

Parents

1. Participation in Decision Making - Parents should become familiar with the decision-making process, and actively participate in policy decisions related to their child development programs.

2. Parental Involvement and Parent Education - Parents should be encouraged to volunteer some time at the center. Parent involvement experiences should be planned cooperatively by the teachers and parents. Parents who work with the children should have adequate orientation available in advance. Requirements for health clearance (including, but not limited to the legally required testing **for tuberculosis**) for any adult who volunteers on a regular basis should be clearly described in the health plan for the program.

   In addition to involvement in the activities of the Center, parent education programs should be developed. Parents should be actively involved in determining topics and activities which are of interest to them.

Students

The child development center should provide practicum or training opportunities for child development students. Early childhood educators universally support the importance of laboratory training for students majoring in child development as a concurrent requirement with classroom preparation. It is important for students to have first-hand experience with children in a child development center to prepare them for proper teaching of children.

Students from disciplines other than child development should also be encouraged to use the child development center for instructional purposes. Some of the disciplines which can benefit from involvement in the center include: nursing, psychology, anthropology, dental hygiene, nutrition, physical education, sociology, photography, art, music, and family studies and consumer education. See further discussion of this issue in Recommendation 41.

Community Members

Community members should be involved in child care and the Center should maintain linkages to community resources and services.

1. Community Involvement - Opportunities should be provided for community members to serve on boards of child care programs and to participate in all areas of the program. In addition, both professional and nonprofessional volunteers should be welcomed because they expand the variety of the child's experiences and augment existing staff.

2. Liaison with the Community - To make maximum use of available resources, there should be linkages to other child care providers and the local community, such as youth agencies, United Way, churches, and the local employment development department, the local welfare department and other relevant community agencies.

RECOMMENDATION 34:

> TEACHING STAFF IN THE CHILD DEVELOPMENT CENTER SHOULD HAVE APPROPRIATE PREPARATION TO ENSURE MEETING THE CHILDREN'S BASIC INTELLECTUAL, SOCIAL, EMOTIONAL AND PHYSICAL NEEDS AS WELL AS THE STUDENTS' TRAINING NEEDS.

RATIONALE:

The seventh guideline for a quality child development center is the adequate preparation of the people providing child development services. It is particularly important that there be opportunities for continuous staff development and training related to staff's individual needs. This training should be available both on and off the program site and directed toward both professional and personal growth of the teaching staff in order to meet the developmental needs of children and their families.

The indicators of quality focus on the qualifications of the teaching staff as well as their morale:

1. Qualifications - Qualified teaching staff are those who have or who are in the process of acquiring the attitudes, skills, and knowledge that make it possible to provide a nurturing environment. They have acquired through experience and training the ability to understand the growth and development and the linguistic, cultural, and special needs of children. Their qualifications are visible both through the provision of appropriate activities and through their relationships and interactions with the children, parents, each other, and community members. Teaching staff should also have the proper health clearances.

   It is recommended that the designated child development center supervisor hold a community college teaching credential and be a member of the regular certificated faculty. The teachers (as defined in Title 5 and Title 22) should hold a Children's Center Permit issued by the Commission for Teacher Credentialling.

   When the Center supervisor is a member of the regular certificated faculty, communication between the child development instructional and services components is enhanced and appropriate education and training of the child development students is better insured.

   It is further recommended that when a preschool teacher is required to have a Children's Center Permit as a condition for employment, the teacher be categorized other than classified. To move toward the improvement of the professional status of the child development staff will increase the availability and quality of campus child development instruction and services.

2. Morale of Center Staff - The center should create a climate in which each person feels adequate and competent and feels that he or she is a contributing member. This climate should include a mutual support system and the opportunity for teaching staff to be involved in decision making when it is appropriate.

RECOMMENDATION 35:

FUNDING THAT IS TIMELY AND ADEQUATE TO CARRY OUT ALL COMPONENTS SHOULD BE AVAILABLE TO ALL CHILD DEVELOPMENT CENTERS.

RATIONALE:

The fifth guideline for quality child development centers relates to the funding to carry out programs. Given the current State deficit and fiscal crisis that now face community colleges, it is difficult to attain the following indicators of quality; however, they are presented as an ideal toward which to strive. The indicators of quality are:

1. Capital Outlay Funds - Funds are available for the development of facilities. It is recognized that in many cases, additional funds will be needed annually.

2. Start-Up Funds - New programs have access to start-up funds for initial planning and establishment of programs.

3. Adequate Operational Funding - Quality programs require adequate operational funds. A particularly important area is adequate **teaching** staff salaries and benefits which reflect professional status. This issue is addressed in the following Recommendation 36.

RECOMMENDATION 36:

EFFORTS TO UPGRADE THE STATUS AND PAY SCALE OF ALL PEOPLE WHO WORK WITH YOUNG CHILDREN BOTH ON THE CAMPUS AND IN THE COMMUNITY SHOULD BE INITIATED AND SUPPORTED BY THE COMMUNITY COLLEGE CHILD DEVELOPMENT PROGRAM STAFF AND ADMINISTRATORS.

RATIONALE:

Considerable agreement exists among researchers that the staff of any early childhood program is the single most important factor related to program quality. According to the National Day Care Study (Final Report of the National Day Care Study, Abt and Associates, Cambridge, Massachusetts, 1979), teaching staff who had received child-related training engaged in more facilitative, encouraging and educational interactions with the children in their care. Unfortunately, despite considerable education and training, people working with young children suffer from low wages and status and lack of benefits. This low rate of compensation which characterizes child care work creates difficulty in securing trained staff for early childhood programs. It discourages promising students from undertaking or completing a child development course of study. Many who do finish their studies leave the field shortly thereafter in search of better paying work.

At a time when increasing numbers of American children spend a major portion of their young years in child care settings, it is imperative that every effort be made to enlist qualified teaching staff. The community colleges, as the primary institution in California responsible for training future child care staff, must take the lead in setting standards which will improve working conditions, thus ensuring that children will be cared for by trained teachers.

Community colleges should serve as model employers by offering wages, benefits and working conditions in their children's programs which are better than average for child care staff in the surrounding community.

By providing the best salaries in every community, the colleges should set an example as an employer which other programs will strive to emulate. With assurance of adequate compensation, students will be attracted to and remain in the field. The pool of committed professionals in early childhood education will thus grow to meet the burgeoning need. At stake is the quality of experience for thousands of children during their most formative years.

Beyond setting standards as a model employer, the community college can influence working conditions through its role as a child development resource center in each community. For example, some colleges serve as a placement service for child care programs in their area seeking teachers. Currently, some colleges which act in this capacity refuse to list jobs which pay below a certain wage. Other strategies should be developed and shared among early childhood education programs.

Child development center staff should be compensated at a rate equal to others within the college whose jobs require commensurate training, experience and skill. Presently, the salaries and fringe benefits of many campus child development staff are among the lowest on campus. This is particularly disturbing considering the extent of child development staff responsibilities. Not only do they care for children, but also they engage in training of students and parents within the centers. When campus early child hood staff are compensated at a lower rate than other employees with comparable or less training, skill and responsibility, a climate of low morale and high turnover is created. This staff turnover impedes efforts to build consistent and responsive environments for children. By upgrading staff jobs on campus, the quality of campus children's programs can be improved.

RECOMMENDATION 37:

> COMMUNITY COLLEGE CHILD DEVELOPMENT CENTERS SHOULD KEEP THE NEEDS OF THE CHILDREN AS PRIMARY WHEN STUDENTS, VISITORS, AND OBSERVERS ARE INVOLVED IN THE PROGRAM.

RATIONALE:

In order to meet the child's basic developmental needs, a quality model program should provide a stable, consistent environment. It is important that continuity be maintained and interruptions kept to a minimum; therefore, participation, observation and visitors should be carefully planned and supervised. The needs of the child should not be sacrificed for instructional needs. Instruction and services should be coordinated with care so that maximum learning occurs for both the child and the adult student.

RECOMMENDATION 38:

ALL COMMUNITY COLLEGE CHILD DEVELOPMENT FACILITIES SHOULD MEET OR EXCEED LICENSING STANDARDS AS DEFINED IN THE CALIFORNIA ADMINISTRATIVE CODE, TITLE 22.

RATIONALE:

All facilities serving children should meet licensing standards so that parents can be assured that the health and safety of their children are not in jeopardy.

Campus Child Development Centers are often viewed as model demonstration programs. It is important that child development students have the opportunity to receive their training in facilities that meet or exceed licensing standards so they may learn about quality model programs. Even though shortages of licensing staff and current policy may prevent a center from obtaining a license (see discussion in Recommendation 45), community colleges should nevertheless meet licensing standards.

RECOMMENDATION 39:

CAMPUS CHILD DEVELOPMENT CENTERS SHOULD REGULARLY UTILIZE A COMPREHENSIVE PROGRAM ASSESSMENT/EVALUATION INSTRUMENT TO ASSESS THE QUALITY OF THEIR PROGRAM. THE RESULTS OF THIS ASSESSMENT SHOULD BE USED TO DEVELOP PROGRAM PLANS, OBJECTIVES AND INSERVICE TRAINING. THIS ASSESSMENT SHOULD BE INCORPORATED AS PART OF THE DISTRICT COMPREHENSIVE MASTER PLANNING/EVALUATION PROCESS.

RATIONALE:

A number of excellent instruments have been developed to assess the level of program quality in child development centers including:

1. PROGRAM QUALITY ASSESSMENT ($2.50)

   Office of Child Development
   State Department of Education
   1500 Fifth Street, Third Floor
   Sacramento, CA 95814

2. EARLY CHILDHOOD ENVIRONMENT RATING ($5.95)
   Scoring Sheets ($5.50 pkg/30)

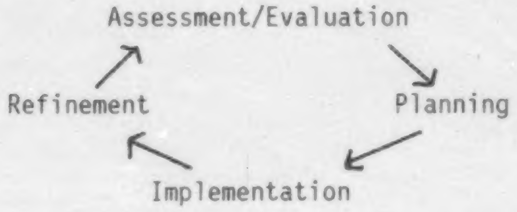
   Thelma Harms and R. Clifford
   Teachers College Press
   P.O. Box 1540
   Hagerstown, MD 21740

3. PROGRAM PERFORMANCE STANDARDS (Free)

United States Department of Health and Human Services
Office of Human Development Services
Administration of Children Youth and Families
Head Start Bureau
Washington, D.C. 20201

It is recommended that at least one of these instruments (or a locally developed instrument of equal complexity) be used on a regular basis (annually is recommended) to assess the quality of the center. Center staff, instructional staff, parents, college administrative staff and local trustees should be involved in the process.

Assessment/evaluation is a necessary phase in the continuous cycle of planning, implementation, assessment, refinement and reassessment which leads to improvement in program quality.



Program goals, objectives and activities are often redefined during the assessment/evaluation process, to improve clarity of purpose. In addition, results of the assessment/evaluation process can provide direction for the development of an inservice education program for staff that will move the program towards attainment of its goals and objectives.

In order to insure that assessment and evaluation is done on a regular basis, it is recommended that assessment of the child development center be incorporated as part of the district's comprehensive master planning/assessment process. In addition, sufficient staff time and funding should be allocated to support this process.

Child development centers in California community colleges are diverse; they respond to widespread differences among parents, students, instructors and communities. Assessment and evaluation is not intended to limit this diversity, but rather to strengthen it by assisting programs in meeting their individual goals and objectives.

RECOMMENDATION 40:

> COMMUNITY COLLEGE CHILD DEVELOPMENT CENTERS SHOULD BE ENCOURAGED TO APPLY FOR FUNDS AVAILBLE THROUGH THE STATE DEPARTMENT OF EDUCATION, OFFICE OF NUTRITION SERVICES, FOR THE CHILD CARE FOOD PROGRAM.

RATIONALE:

Research has confirmed the importance of nutrition in the young child's life. Proper food is essential for the maintenance or restoration of children's health. Yet a major nutritional problem during childhood is one of developing and maintaining sound food habits. The child development program offers both the child and the parent the opportunity to learn about proper nutrition, to foster positive attitudes towards good nutrition and to receive healthly, nutritious meals.

College child development centers funded through the Office of Child Development are required to apply for Child Care Food Program funding, federal monies administered by the State Department of Education to assist centers in serving food to economically disadvantaged children. Child Care Food Program involvement consists of abiding by guidelines established for a sound nutritional program for the children and observing family income eligibility standards.

In this era of fiscal limits, it behooves centers to capitalize upon this additional source of funds. With portions of the food costs being paid by the Office of Child Nutrition Services, more money is available to be utilized in other components of the child development program.

RECOMMENDATION 41:

CHILD DEVELOPMENT CENTERS SHOULD WORK COOPERATIVELY WITH OTHER DEPARTMENTS AND SERVICES OF THE COLLEGE.

RATIONALE:

Diminishing resources require that college campuses maximize existing resources to the fullest extent possible. The diverse skills, knowledge and services encompassed in the child development center provide a rich opportunity to structure hands-on experiences for students from a variety of disciplines.

Instructional programs that would benefit through cooperative efforts with Child Development include: Architecture, Art, Anthropology, Counseling/Testing, Data Processing, Dental Hygiene, Drama, Fine Arts, Horticulture, Home Economics, Language, Music, Nutrition/Food Service, Nursing, Psychology, Photography, Physical Education, Sociology, and various vocational fields. As faculty members from these disciplines utilize the child development center to support their departmental needs, support for the child development program is increased and the total educational program of the college is also strengthened.

Examples of how various departments can work cooperatively with the campus child development center are as follows:

- The Food Service Program could use the child development center as a field site, thereby offering food service students practical experience in a supervised setting that is easily visited by the Food Services instructor.

- The Photography Department could use the child development center to practice photography skills; a special project could include "school photos" of all enrolled children.

- The Data Processing Department could assist the child development center with record keeping. Much of the multitude of information which is gathered and maintained manually by the child development program staff could be more adequately stored and analyzed on a computer; this would be an excellent project for a class or several students from the Data Processing Department.

Recommendations to Chancellor's Office

RECOMMENDATION 42:

THE CHANCELLOR'S OFFICE SHOULD WORK WITH THE ACCREDITATION COMMISSION TO REVISE CURRENT ACCREDITATION STANDARDS FOR COMMUNITY COLLEGES TO ADD A SECTION PERTAINING TO STANDARDS FOR CHILD DEVELOPMENT CENTERS.

RATIONALE:

Essentially, the current accreditation standards for community colleges do not include any standards or guidelines pertaining to child development centers. Since child development centers play an important role in providing educational access for students to higher education and in training prospective teachers, the accreditation process should include an examination of the child development program. It is recommended that coordination between child development instruction and services programs be included as one of the recommended guidelines in the accreditation process.

RECOMMENDATION 43:

THE CHANCELLOR'S OFFICE SHOULD CONTINUE TO WORK WITH THE STATE DEPARTMENT OF EDUCATION TO CHANGE THE REIMBURSEMENT SYSTEM TO MEET THE SPECIAL NEEDS OF CAMPUS PROGRAMS.

RATIONALE:

The current Office of Child Development reimbursement system is designed to be responsible to traditional child care and development programs which serve parents who work eight hours per day, twelve months per year.

Campus child development programs provide services to students whose schedule is more variable than parents in all other child care programs. Class schedules vary daily for different students, classes change each semester and again during summer school. Since campus programs represent less than 1% of all child development programs funded by the Office of Child Development, there has been a tendency to forget the special needs of campus programs when making changes in the reimbursement system. Many times these changes have made it difficult for campus programs as they attempt to serve their unique population of students. More specifically, the current definition of 6.5 hours or less for half-day reimbursement, and 6.5 hours or more for full-day reimbursement, places an undue financial hardship on campus programs since they are trying to meet the individual needs of large numbers of part-time children and their families, and the reimbursement system works more advantageously for agencies serving more full-time children. The Chancellor's Office should work with the Office of Child Development to change the reimbursement system to meet the special needs of campus programs.

RECOMMENDATION 44:

THE CHANCELLOR"S OFFICE SHOULD PROMULGATE CONSISTENT NOMENCLATURE AND BASIC JOB DESCRIPTIONS FOR ALL PERSONNEL WORKING WITH CHILDREN IN CHILD DEVELOPMENT CENTERS.

RATIONALE:

Currently, there are almost as many different systems for classifying staff in child development centers as there are campus programs: faculty, faculty directors, directors, child development specialists, head teachers, lead teachers, teachers, aides, student assistants, student aides, etc. The lack of systematic nomenclature not only makes articulation among campuses difficult, but also reflects and contributes to a certain amount of confusion in the broader early childhood community. A student who has been an aide in one program may be qualified to be a teacher in another, based on similar job duties. If the Chancellor's Office could take the lead in developing a common nomenclature, this would contribute to solving a problem which currently plagues students, faculty and staff.

RECOMMENDATION 45:

THE CHANCELLOR'S OFFICE SHOULD WORK WITH THE DEPARTMENT OF SOCIAL SERVICES' LICENSING DIVISION AND THE DEPARTMENT OF EDUCATION'S OFFICE OF CHILD DEVELOPMENT TO INSURE THAT THERE IS CLEAR POLICY AND SUFFICIENT STAFF SO THAT ALL COMMUNITY COLLEGE CHILD DEVELOPMENT CENTERS ARE LICENSED.

RATIONALE:

Currently, two state agencies are involved in licensing community college child development centers: the Department of Social Services and the Department of Education. The state policy as to which agency should license community college centers is confusing and complex as will be evident in the succeeding explanation.

Pursuant to the California Community Care Facilities Act (Health and Safety Code Sections 1500 - et seq.,) the Department of Social Services has regulatory authority and responsibilities for "community care facilities" (which include child care centers for children). Essentially the legislation provides for the licensing and inspection of community care facilities by the Department of Social Services. The basic thrust of the legislation and regulations pertaining to community care facilities is towards insuring the health and safety of those who use them. In addition, the Department has promulgated regulations in Title 22 of the California Administrative Code which further specify the responsibilities of both community care facilities and the Department of Social Services.

It was the Legislature's intent that the Department of Social Services and the Department of Education would have separate spheres of regulatory authority over child development centers. This intent is manifested by such provisions as Health and Safety Code Section 1528, which provides that Department of Social Services evaluations of child care facilities for children "shall be limited to health and safety considerations and shall not include any evaluations of the content of any educational or training program of the facility."

Despite the Legislature's attempt to define separate spheres of regulation, both SDE and DSS were monitoring child development centers using review processes which were quite similar. In an attempt to resolve this problem and eliminate duplication of effort, an Interagency Agreement has been executed annually between the State Department of Education and the State Department of Social Services. The agreement describes the responsibilities of the two state agencies for licensure of child development programs in California.

Specifically, it provides that the Department of Education will conduct compliance reviews using state licensing standards and issue a certificate which has the force and effect of a license to publicly funded child development programs under contract with the Department. SDE also conducts a program quality review with teams of child development consultants to assess program quality standards which exceed licensure standards.

The Department of Social Services retains the responsibility for licensure of any child development facility that does not have a contract with the Department of Education. Thus, community college child development centers which have a contract with SDE/OCD receive their "license" from the Department of Education. The regulatory responsibility for bail-out funded and district-funded child development centers is not as clear; consequently, SDE has licensed some centers, DSS has licensed other centers, and some centers have remained unlicensed. A recent survey revealed that on community college campuses, 85 percent of the combination programs were licensed, 77 percent of the child care centers were licensed and only 43 percent of lab schools were licensed.

To further complicate the situation, there has been some confusion about whether campus child development centers need to be licensed. Currently, there are no regulations on the subject. State policy was most recently outlined in a Department of Social Services policy memorandum dated July 3, 1981 which states:

> "A child care training/demonstration laboratory operated as part of the curriculum of any university, college, junior college, or high school is exempt from licensure... This exemption also extends to laboratory schools operated at private educational institutions. Such programs typically provide "hands on" training to prospective preschool teachers and afford an opportunity for students in other related disciplines to observe child behavior. Child care programs operated on school campuses which are not training/demonstration laboratories and are not part of a school's curriculum shall be licensed."

The memo specifies policy with regard to lab schools and child care centers but it does not specify a policy with respect to combination programs. The Task Force maintains that all community college child development centers should be licensed or at least meet licensing standards so that parents can be assured that the health and safety of their children are not in jeopardy. Currently, only 66% of all community college child development centers are licensed. Unfortunately, when centers for which licensure is not required apply for licensure, it is often not possible to issue a license because of the shortage of licensing staff. Therefore, the Chancellor's Office should work with SDE/OCD and DSS to clarify and simplify current state policy. In addition, the Chancellor's Office should support all efforts to get sufficient staff in both offices so that all centers can be licensed.

RECOMMENDATION 46:

> THE CHANCELLOR'S OFFICE SHOULD WORK TO ELIMINATE THE MATCH REQUIREMENT FOR CAMPUS CHILD DEVELOPMENT PROGRAMS AND TO PROVIDE NEW STATE DOLLARS TO REPLACE THE MATCH FUNDS.

RATIONALE:

Of the 700 agencies funded by SDE/OCD, only 17 community colleges are still required to provide a local district match to receive their contract. The history of this requirement can be found in the section of the appendix entitled, History of Child Development Programs in California. The Task Force believes that the continuation of the match is not only a cumbersome administrative requirement, but it also represents a form of discrimination against community college child development programs.

Implementation of this recommendation would bring campus programs into line with all other child development programs funded by the Office of Child Development by allowing them to receive 100 percent State funding for subsidized families.

RECOMMENDATION 47:

THE CHANCELLOR'S OFFICE SHOULD CONTINUE ITS SUPPORT FOR THE CARE PROGRAM AND OTHER SIMILAR PROGRAMS WHICH PROVIDE EDUCATIONAL ACCESS FOR A SEGMENT OF THE POPULATION WHICH HAS BEEN NEGLECTED IN THE EDUCATIONAL PROCESS.

RATIONALE:

CARE is the acronym for the Cooperative Agencies Resources for Education Program. Started in 1977, the program brings together the resources of the Employment Development Department, the California Community Colleges and the Department of Social Services to help motivated AFDC recipients return to school for high school equivalencies and higher degrees.

Under the CARE program, AFDC recipients who are heads of households and have at least one child under the age of four are provided with financial aid and support services while they attend school at one of 24 participating community colleges. A social worker at the local county welfare department initially screens and selects participants. The worker helps arrange transportation, child care, and housing. Then, a counselor/coordinator at the community college helps with financial assistance and career counseling. Finally, a job counselor with the Employment Development Department keeps participants informed on local employment opportunities.

No provision of law specifically targets welfare recipients for additional support services to assist them in succeeding in a community college setting; the CARE program fills the gap. About 1,500 people, mostly women and many second and third generation welfare recipients, have participated in the program. The task force recommends that the Chancellor's Office continue its support for CARE program.

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APPLICABLE LAWS PERTAINING TO CHILD DEVELOPMENT CENTERS ON COMMUNITY COLLEGE CAMPUSES

The provisions of the Education Code which follow are those which are believed to be most relevant to community college child development centers funded with bail out and/or district funds.

This section of the guidelines is included to assist administrators and directors of community college child development programs in becoming familiar with the many laws which are applicable to their programs. The laws and regulations pertaining to licensing standards for child development facilities are contained in the California Community Care Facilities Act (Health and Safety Code Sections 1500 et seq.), as well as Title 22 of the California Administrative Code. While the Task Force has recommended that all community college child development centers meet licensing standards, not all centers are currently required to do so. Please see the discussion of this issue in the recommendation pertaining to licensing. Child development centers under contract with the Office of Child Development/State Department of Education are subject to all provisions of the Child Care and Development Services Act (Education Code Section 8200 et seq.) as well as all regulations and guidelines which have been promulgated as a result of that Act. Administrators should contact their Office of Child Development consultant to obtain further information.

EDUCATION CODE
Part 48
Chapter 9
Article 1

CHILD DEVELOPMENT CENTERS

Section 79120. Establishment and maintenance.

The governing board of any community college district may establish and maintain a child development center on or near each community college campus pursuant to the provisions of Chapter 2 (commencing with Section 8200 of Part 6 of Division 1 of Title 1.

Section 79121. Contract for Establishment and maintenance: fees and funds for operation.

The governing board and any other public or private nonprofit agency may contract with the Department of Education to establish and maintain such campus child development centers. The governing boards may accept student fees, parent fees, and private funds to operate campus child development centers and may be reimbursed for eligible costs pursuant to Sections 8209 and 8380. Nothing in this chapter shall be construed to permit the governing board to expend state funds appropriated to the district for support of the community college for the direct operating costs of a campus child development center.

NOTE: This section was superseded by Education Code Section 8328.

Section 79122. Children eligible.

Notwithstanding any other provision of law, children under two years of age whose parent or parents are students may attend child development centers consistent with the priorities established pursuant to law.

Section 79123. Priority.

Children of students of that particular campus shall have first priority for attendance at a campus child development center.

Student families, as defined in Section 8250.1, whose gross monthly income falls within the fee schedule established pursuant to Section 8249 shall pay fees according to the fee schedule.

Highest priority shall be given to student families with the greatest income deficit, and lowest priority to student families with the greatest income.

For the purposes of assigning eligibility priority, applicant student families shall be grouped according to the amount of their income in one-hundred-dollar ($100) monthly increments. All student families within a particular income range shall be treated as if their incomes were the same, and priority for eligibility within each particular income range shall be assigned on the following basis:

(1) Single-parent student families.

(2) Two-parent families, where both parents are students or where one parent is a student and the other is working.

Student families who are recipients of public assistance shall be subject to the same assignment of priority as other student families whose incomes fall in the same income range.

Section 79124. Advisory Council.

Every child development center maintained pursuant to Section 79120 shall have an advisory council composed of representatives of the parent-users and persons from fields related to the well-being of children.

EDUCATION CODE
Part 6
Chapter 2
CHILD CARE AND DEVELOPMENT SERVICES ACT

Section 8200. Short title.

This chapter shall be known and may be cited as the Child Care and Development Services Act.

Section 8204. Child nutrition; declaration of policy.

In recognition of the demonstrated relationship between food and good nutrition and the capacity of children to develop and learn, it is the policy of this state that no child shall be hungry while in attendance in child care and development facilities as defined in Section 8208 and that child development facilities have an obligation to provide for the nutritional needs of children in attendance.

Section 8225. Establishment and maintenance by higher educational institutions.

(a) Notwithstanding any provision of law to the contrary, higher educational institutions may establish and maintain child development programs on or near their respective campuses. Those higher educational institutions under contract with the State Department of Education for child care and development services pursuant to this chapter shall be subject to the rules and regulations adopted by the Superintendent of Public Instruction.

(b) Children of students of each campus operating a child development program shall have first priority for service in that program.

(c) The higher educational institutions may institutionalize child development programs on their respective campuses for the purpose of incorporating child development programs into the missions and functions of the respective campuses.

(d) The Superintendent of Public Instruction, in cooperation with higher educational institutions, shall establish rules and regulations governing programs operated pursuant to this section.

(e) It is the intention of the Legislature that a consortium composed of higher educational institutions, be established by the institutions to improve communication and cooperation and to advise and assist the Superintendent of Public Instruction in the development of rules and regulations and policies and procedures affecting child care and development programs. The Superintendent of Public Instruction in cooperation with the consortium shall be responsible for ongoing communication with and dissemination of information to all campus child care and development agencies under contract with the State Department of Education.

Section 8250. Access to programs; alternate placements; rights and protections; inclusion of providers in planning.

(a) To the greatest extent possible, the Superintendent of Public Instruction shall ensure that children with special needs who can be appropriately served in child care and development programs for nonhandicapped children shall have equal access to such programs. Available federal and state funds for children with special needs above the standard reimbursement amount shall be used to assist agencies in developing and supporting appropriate programs for such children.

(b) Whenever children cannot be served in regular child care and development programs because of severe disabling conditions, the Superintendent of Public Instruction shall establish alternate appropriate placements, such as self-contained programs. These programs shall be started as expansion funds become available, and shall be expanded throughout the implementation of the plan.

(c) Any handicapped child served in child care and development programs shall be afforded all rights and protections guaranteed in state and federal laws and regulations for individuals with exceptional needs.

(d) Notwithstanding any other provision of this chapter, the Superintendent of Public Instruction may develop unique reimbursement rates for, and make reimbursements to, child care and development programs which received state funding during the 1980-81 fiscal year and serve severely handicapped children, as defined in subdivision (s) of Section 8208, when all of the following conditions exist:

(1) Eligibility for enrollment of a severely handicapped child in the program is the sole basis of the child's need for service.

(2) Services are provided to severely handicapped children from birth to 21 years.

(3) No fees are charged to the parents of the severely handicapped children receiving the services.

(e) The Superintendent of Public Instruction shall include child care and development providers in all statewide planning for personnel development for persons providing services for children with special needs.

Section 8251. Provision for sick children.

All child care and development programs shall include plans or programs, or both, for the care of the children when they are sick. These plans shall be age appropriate and parents shall be included in the planning and evaluation. The Superintendent of Public Instruction shall disseminate information regarding effective sick child care models to all child care and development programs.

Nothing in this chapter shall be construed to allow the practice of medicine without a license.

Section 8263. Physical examination; immunization; religious exception; wages.

(a) A physical examination and evaluation, including age-appropriate immunization, shall be required prior to, or within six weeks of, enrollment. No standard, rule, or regulation shall require medical examination or immunization for admission to a child care and development program of a child whose parent or guardian files a letter with the governing board of the child care and development program stating that such medical examination or immunization is contrary to his or her religious beliefs, or provide for the exclusion of a child from the program because of a parent or guardian having filed such letter. However, whenever there is good cause to believe that a child is suffering from a recognized contagious or infectious disease, the child shall be temporarily excluded from the program until the governing board of the child care and development program is satisfied that any contagious or infectious disease does not exist.

(b) No public funds shall be paid directly or indirectly to any agency which does not pay at least the minimum wage to each of its employees.

Section 8320. Establish and maintain child development centers.

The governing board of any school district or community college district or a county superintendent of schools with the approval of the county board of education is authorized to establish and maintain child development programs upon the approval of, and subject to the regulations of the Superintendent of Public Instruction.

Section 8322. Children residing in another district.

The governing board of any school district or community college district or the county superintendent of schools may accommodate in a child development facility maintained by it children residing in another district, upon such terms and under such conditions as may be agreed upon by the governing boards of both districts.

Section 8323. Use of existing facilities and personnel.

The governing board of any school district or community college district or the county superintendent of schools may permit the use of and furnish maintenance for buildings, grounds, and equipment, and the use of existing administrative personnel for the purposes of this chapter.

Section 8324. Rights and privileges of employees.

The employees of school districts or community college districts, or county superintendents of schools in preschool and other types of child development services under this division shall have the same rights and privileges as are granted to employees of the same agencies in children's centers.

Section 8325. Rules and regulations.

The governing board of any school district or community college or the county superintendent of schools may adopt such reasonable rules and regulations governing the child development services or facilities maintained by it as are not in conflict with law or the standards and regulations established for child development services by the Superintendent of Public Instruction.

Section 8326. Work incentive programs.

Notwithstanding any other provisions of this chapter, a public or **private** agency, a school district, a community college district or a **county** superintendent of schools operating child development facilities may enter into an agreement with the Employment Development Department which will provide an opportunity to participants in work incentive programs under Division 2 (commencing with Section 5000) of the Unemployment Insurance Code for training in child development facilities. Training pursuant to such agreement shall have the objective of preparation for a career in the field of child development.

Section 8327. Agreements for providing necessary property, facilities, personnel, etc.

Notwithstanding any other provision of this chapter, **the governing** board of a school district or community college district, county superintendent of schools, or other unit of local general purpose government may enter into agreements with any city, city and county, or other public agency, or with a private foundation, nonprofit corporation, or proprietary child care agency as defined in Section 8254 for the furnishing to, or use by, the governing board, county superintendent of schools, or other unit of local general purpose government in carrying out the provisions of this chapter, of property, facilities, personnel, supplies, equipment and other necessary items and such city, county, city and county, other public agency, or private foundation or nonprofit corporation, is authorized to enter into such agreements.

Section 8328. Child development fund.

The governing board of any school district, or community college district in accordance with the California Community Colleges Budget and Accounting Manual, or the county superintendent of schools shall establish in the county treasury a fund to be known as the "child development fund" into which shall be paid all funds received by the district or the county for, or from the operation of, child development services under this chapter. The costs incurred in the maintenance and operation of child development services shall be paid from the fund, with accounting to reflect specific funding sources.

Funds of a district derived from the receipt of district taxes or derived from moneys apportioned to the district for the support of schools thereof, in addition to state moneys appropriated for the support of child development services, fees, and federal funds, may be expended for, or in connection with child development services.

Section 8329. Tax levy; use of revenues.

The governing board of any school district or community college district maintaining a child development program may include in its budget the amount necessary to initiate, operate, and maintain a child development program pursuant to this chapter and the board of supervisors shall levy a school district tax or a community college district tax necessary to raise such amount. The tax shall be in addition to any other school district tax or community college district tax authorized by law to be levied.

The revenue derived from taxes levied pursuant to this section may be used to purchase real property and fixtures, to make alterations or additions to existing buildings, and to purchase furniture, apparatus or equipment for child development facilities maintained by the taxing district. As used in this section "purchase" includes the acquisition of property under a lease-purchase agreement.

NOTE: This section was superseded by Proposition 13, AB 1452 (Moore) Chapter 858/81 as well as State Budget Act language.

Section 8331. Preschool programs; exception.

Sections 8329 and 8330 shall not apply to the part-day preschool programs described in subdivision (f) of Section 8211.

Section 8360. Employees; Children's Center Permit; filing.

(a) Except as waived under Section 8242 the governing board of a public or private agency as defined within Section 8208 shall employ as teachers or supervisors in a child care and development program only such persons who hold child care and development permits issued by the Commission for Teacher Preparation and Licensing. Any person holding a credential authorizing teaching service in elementary schools issued by the State Board of Education or the commission with either 12 units of training or at least two years' experience in early childhood education or a child care and development program, or holding a single subject credential in home economics with either 12 units of training or at least two years' experience in early childhood education or a child care and development permit is deemed to hold a regular child care and development permit that will authorize supervision and instruction of children

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or supervision of a child development program. The filing with the county superintendent of schools of a regulation of a governing board or a public health agency requiring a physical examination of persons employed in programs shall be deemed to be the issuance of a valid permit except for persons employed in positions pertaining to the supervision and instruction of children or supervision of a program. Each person employed by the governing board of a public or private agency as defined within Section 8208 for a position requiring a permit shall, not later than 95 days after the date fixed by the governing board of the agency for the commencement of his or her service, file with the county superintendent of schools a valid permit issued on or before such date, authorizing him or her to serve in a position for which he or she was employed, and shall, not later than 95 days after the renewal thereof, file the renewed permit in the same manner.

(b) Any teacher employed in a child care and development program immediately prior to July 28, 1980, who continues to be so employed on and after July 28, 1980, and who does not possess the qualifications contained in subdivision (a), shall, notwithstanding subdivision (a), also be deemed to hold a regular child care and development permit and may continue his or her employment, provided that he or she demonstrates progress toward attainment of the qualifications and meets the requirements under subdivision (a) by January 1, 1983. Notwithstanding any other provision of law the continued employment of any teacher described in this subdivision after July 28, 1980, and before the effective date of the act which amended this section at the 1981 portion of the 1981-82 Regular Session of the Legislature is hereby validated, ratified, confirmed, and declared legally effective if the continued employment would have been authorized by this subdivision had it been effective during that time. This authorization shall apply to all acts, all contracts, and all funds expended in the continued employment of teachers to which this subdivision applies. The requirements under subdivision (a) shall be met for any teacher employed in a child care and development program that is hired on or after July 28, 1980.

Section 8361. Noninstructional personnel.

Notwithstanding any other provision of law, a high school student or any other adult shall be selected by the governing board of a public or private agency as defined within Section 8213 to serve as nonteaching personnel as provided in Section 8242 to perform noninstructional work. A career ladder shall be utilized in the employment and promotion of such noninstructional personnel. Each such person shall have had a health examination made within the 12-month period preceding the date of employment. Each person shall also submit duplicate personal identification cards upon which shall appear legible fingerprints and a personal description of the applicant.

Section 8363. Regular and provisional permits.

Child development permits issued to persons employed in positions pertaining to the supervision and instruction of children or supervision of a child development program may consist of two types, regular and provisional. Requirements for each type of permit shall be prescribed by the Commission for Teacher Preparation and Licensing.

Section 8366. Status of employees; retirement; layoff.

Each person employed by a public or private agency as defined in Section 8218 in a position requiring a child development permit for the supervision and instruction of children, or for service as a physician, dentist, or nurse, or in the supervision of the child development program, shall be deemed to be employed in a position requiring certification qualifications.

Each other person employed by an agency in a child development program under the provisions of this chapter shall be deemed for all purposes, including retirement, to be a person employed by the agency in a position not requiring certification qualifications.

The provisions of Section 45053, 45054, 87826, or 87827 shall not apply to employees in child development programs.

A district may lay off an employee required to have such a permit at any time during the school year for lack of work or lack of funds or may provide for his employment for not to exceed 90 days in any one school year on an intermittent basis which shall not be deemed probationary service. The order of layoff shall be determined by length of service. The employee who has served the shortest time shall be laid off first, except that no permanent employee shall be laid off ahead of a probationary employee. A permanent employee who has been laid off shall hold reinstatement rights for a period of 39 months from the date of layoff.

Service performed prior to September 18, 1959, shall not be included in computing the service required as a prerequisite for attainment of, or eligibility to, classification as a permanent child development employee.

A person who is employed by an agency as a probationary employee in a position requiring a child development permit for the supervision and instruction of children, or for service as a physician, dentist, or nurse, or in the supervision of the children's program and who has served in such a position for three complete consecutive school years as defined in Sections 44908 or 8748 and 44975 or 87776 immediately prior to September 18, 1959, may be dismissed only in accordance with the provisions of Section 44949 or 87740.

Other persons who are employed as probationary employees in positions requiring such permits on or after September 18, 1959, may be dismissed only in accordance with the provisions of Section 44949 or 87740.

Section 8394. Location of center.

In school districts or community college district maintaining more than one high school, the governing board, after soliciting the opinions of student **parents** and other interested persons, shall determine the location of the infant care and development center.

Infant care and development centers shall be located within high school buildings or within such proximity to high school buildings as would ensure convenient access by student parents and other students.

HISTORY OF CHILD DEVELOPMENT PROGRAMS IN CALIFORNIA

An historical account of child development programs in California is included in this document because the 51 community colleges which have applied for state and federal funds to operate child care and development programs on their campuses have been greatly influenced by the state and federal legislation in this area.

The history which follows was developed by the staff of On the Capitol Doorstep, a newsletter pertaining to legislation affecting young children and their families. The Chancellor's Office gratefully acknowledges Pat Dorman, publisher of On the Capitol Doorstep, for permission to reproduce this information.

STATE LEGISLATION

1913	Institutions caring for children were first required to be licensed. In 1927 child day care programs were specifically included.
1920's	Parent Participation "Co-op" Preschool Programs began under Adult Education in the State Dept. of Education.
1935	Legislature replaced the State Board of Charities with the newly created State Department of Public Welfare as the agency responsible for administration of day care licensing.
1936	Legislature adopted the Welfare and Institutions Code which contained provisions designed to protect children from the common hazards believed to be present in all types of care received in the absence of their parents.
1943	AB 307 established California's Children's Center Program - related to the federal Lanham Act. Program was for children of gainfully employed and extended to war widows.
1947	AB 782 established income eligibility criteria (means test) for child care centers.
1949	AB 707 established sliding fee schedule. Extended eligibility to include single parents and the incapacitated.
1957	AB 136 established ongoing funding for Children's centers.
1959	Local taxes (Permissive tax overrides) were levied in Los Angeles and San Francisco and later in other school districts and community college districts to provide local money for child care programs.

1963	McAteer Act established pilot projects in compensatory education with emphasis on high school dropouts. Included preschool as a preventative program for children from disadvantaged backgrounds.
1965	AB 1331 (Unruh Preschool Act) established the state preschool program, a compensatory education program for low-income, AFDC children; 25% state and 75% federal Social Security Act funds. Governor's Advisory Committee (GAC) on Preschool Education Programs was established to make recommendations to the Governor.
1965	McAteer Act created the Office of Compensatory Education in the State Department of Education to coordinate all the state compensatory programs and the preschool program.
1968	Child care centers were renamed Children's Centers; emphasis changed from "care and supervision" to "supervision and instruction". Children's centers represented half of the total child care budget in California.
1970	AB 750 Administration of the children's center's and state preschool programs was placed in the Office of Compensatory Education/Preschool Bureau in the State Department of Education.
1971	SB 796 (California Welfare Reform Act) provided child care services for AFDC parents in work or training programs, usually administered through county welfare offices. First bill mandating counties to accept or maintain services and providing some funding.
1971	AB 734 authorized the establishment of child care programs on state college, university, and community college campuses; provided for 3/1 matching federal funds.
1972	AB 99 (Child Development Act) transferred the responsibility for all child care, preschool and family day care programs to the Department of Education/Office of Compensatory Education-Preschool Bureau. Within 2 years, the Preschool Bureau became known as the Office of Child Development.
1972	AB 282 (Follow-up to AB 99 and the Welfare Reform Act) clarified amount of local funding required for child care programs administered by county welfare departments under Title IV-A, Social Security Act; appropriated $3 million for child development services.
1973	AB 1244 and AB 451 replaced federal money with full state funding for State Preschool Program. California's eligibility for federal money was threatened by proposed amendments to the Social Security Act. Bill also appropriated $3 million for Santa Clara Pilot Study to assess delivery, examine information and referral centers for child care, and test vendor/voucher system as an alternate method of payment to child care providers.

1973 AB 2262 (Community Care Facilities Act) established licensing requirements for all community care facilities including child care, nursery schools, preschools and most family day care homes; administered by the Department of Health until 1978.

1974 AB 4134 appropriated $200,000 for expansion of Migrant Child Care centers; SB 1860 appropriated $600,000 for school-age parenting and infant development.

1975 AB 229 provided $200,000 for expansion of the campus child development program established in 1971.

1975 California bought-out $15 million of the total $47 million federal Title XX Social Services budget for child care programs. The taking over of funding by the state allowed it to administer the money according to state regulations rather than the federal child care regulations (FIDCR). Approximately half of the child care agencies that were previously funded under Title XX would now become entirely state funded. These agencies would be under the state Title 5 regulations with less stringent staffing ratios than were required under FIDCR.

1976 AB 3790 appropriated $500,000 to expand campus child development programs and to "annualize" (provide full year's funding) for campus programs begun in 1975.

1976 AB 3059 (Alternative Child Care Programs Act) created three-year pilot projects to experiment with alternative payment mechanisms, delivery of services including vendor/voucher payment arrangements, information and referral centers, relaxed staff-child ratios, and use of differentiated payscale for staff. Also expanded the scope of child care to include state funding for children in family day care homes. The goals of the alternative programs were to maximize parental choice and make child care more cost-effective. Ten million dollars were appropriated to be administered by the state Office of Child Development. Also redefined the GAC as the Governor's Advisory Committee on Child Development Programs.

1977 AB 1288 was passed providing $5 million for the first year and $6.2 million for the second year for expansion of AB 3059 and other programs. Method of reimbursement changed to average daily enrollment.

1978 Proposition 13 (Local Property Tax Limitation Initiative) Reduced amount of local money available for school district children's centers and campus child care programs by eliminating the permissive tax override; reduced funds available for Adult Education Parent Participation (Co-op) Preschool Programs.

1978	SB 154 (Post-Proposition 13 "Bail-out" bill for Local Government) replaced lost local revenue with state money for the fiscal year 1978-79. Eliminated required 25% local match funds for community college child care programs for 1978-79.
1978	SB 2212 (Follow-up to SB 154) earmarked some of "bail-out" money for childrens' centers; required centers to develop plans to lower costs. Continued Adult Education Preschool program.
1978	AB 2190 (Budget Bill) for state fiscal year 1978-79. Contained $20.7 million in expansion for child development programs.
1978	Title 22, Div. 6. New regulations were issued defining Family Day Care; with the reorganization of the Department of Health, licensing of Family Day Care and other community care was transferred to the Department of Social Services.
1979	AB 8 (Permanent post-proposition 13 "Bail-Out" Bill) continued funding for Adult Education Parent Participation Preschool Programs.
1979	AB 1368 simplified the Family Day Care licensing procedure and set up a pilot registration program for family day care homes.
1979	AB 1496 established a pilot project in intergenerational child care where the elderly serve as aides in programs.
1979	SB 190 (Budget Bill) for state fiscal year 1979-80. Included $4.5 million for expansion of child care programs; $3 million to annualize the previous year's expansion programs' funding for Adult Education Co-ops; $37 million for children's centers to replace lost Proposition 13 taxes; and reinstated the 12.5% local match required for community college child care centers.
1979	AB 460 deleted 25% local match required for all campus child care programs. AB 460 and SB 1343 passed in 1980, extended the AB 3059 Alternative Child Care Programs.
1980	AB 2020 (Budget Bill) for state fiscal year 1980-81. Required local 25% match only from community college districts which levied a 1977-78 permissive tax override.
1980	SB 863 appropriated $9 million for expansion of child care services in 1980 ($12 million for 1981-82); established prioritiies for use of the funds (e.g. rural care, infants, school-age, special needs); established a statewide Standard Reimbursement Rate and provided a differentiated cost-of-living adjustment for child care programs based on the programs' costs.

1980	SB 764 required child care space be provided in new or renovated state buildings, state universities and colleges for employees if need is demonstrated.
1980	AB 2973 established Capital Outlay Account for child care programs from which $4 million was to be used for SB 863 Capital Outlay.
1980	AB 2196 continued the Adult Education Preschool Co-ops, but lacked sufficient funding.
1981	State bought-out the remaining $52 million in federal Title XX child care funds ending the Title XX interagency agreement between DSS and OCD.
1981	AB 131 allowed employers income tax deductions for payments, reimbursements, or contributions to employees for child care.
1981	AB 1882 provided for an administrative appeals procedure for resolving disputes between the OCD and contracting child care agencies.
1981	AB 251 & AB 1670 provided $4.1 million to continue the Family Day Care Licensing Program (previously $8.8 million in 1980).

FEDERAL LEGISLATION

1912	The Children's Bureau was established in the Department of Health, Education and Welfare. It set standards for licensing but did not fund any child care programs.
1930's	Works Progress Administration funded projects during the Depression, including some nursery schools in California to feed hungry children and employ teachers.
1935	Social Security Act. Provided federal funds for social services during the Depression. Included a program called Aid To Dependent Children (now AFDC).
1942	Lanham Act. Provided federal money for child care centers to serve children of parents needed in wartime industry during WW II. In California, the programs were administered by the State Department of Social Welfare through the local school districts. The Department of Education took over administrative responsibility in 1943. After the war when federal money ceased, California continued funding approximately 90% of these centers with state money. The focus of the child care centers shifted. Now, their main purpose was to provide state-subsidized care for children from low-income families who paid on a sliding scale for services.

1964	Economic Opportunity Act. Established the Head Start preschool program in the Office of Economic Opportunity. Head Start is a federally funded educational preschool program for children of low-income backgrounds.
1967	Title IV amendments added to Social Security Act. Title IV had three parts: Part A: Aid to Families with Dependent Children (AFDC) and supportive social services. Part B: Child Welfare Services. Part C: Work Incentive Program (WIN). In California WIN was operated by the state Department of Social Welfare. Included was some money for child care services for WIN clients in employment or training.
1968	Department of Health, Education and Welfare developed Federal Interagency Day Care Regulations (FIDCR) specifying minimum staff-child ratios and other requirements for child care programs.
1970's	The federal Office of Child Development, previously the Children's Bureau, was created during the reorganization of Health, Education and Welfare.
1972	A limitation or "cap" was placed on federal money available for social services programs.
1975	Title XX Amendments to the Social Security Act replaced most of the social service provisions previously contained in Title IV-A of the Social Security Act. However, child care remained an optional service to be funded at a state's discretion. If federally funded, child care centers would have to satisfy the 1968 Federal Interagency Day Care Regulations (FIDCR) as to staffing and other program requirements. Title XX requires that programs be administered by a single agency in each state. In California, the agency designated is the Department of Social Services (DSS). The State Dept. of Education/Office of Child Development (OCD) administered the Title XX child care funds through an interagency agreement with the DSS. (See State Legislation 1975 & 1981, buy-out of Federal Title XX funds). AFDC is still a Title IV-A program. Through the Income Disregard reimbursement mechanism, AFDC clients were able to deduct the total cost of child care from their monthly earned income, thereby increasing the amount of their monthly grant. (See 1981).
1976	Additional Title XX Social Services funds for child care were released - approximately $24 million for California. However, the state Department of Health used this money for other Title XX social service programs.

1976	Tax Reform Act. Allows tax credit for parents and guardians for child care expenses.
1978	California received approximately $20 million in federal Title XX Social Services money intended for child care. Only $12.2 million was actually used for expansion of California child care programs.
1980	The Department of Health, Education and Welfare was reorganized into two separate units: the Department of Education; and the Department of Health and Human Services.
1980	New Federal Interagency Day Care Regulations, specifying new standards and new adult/child ratios for centers and family day care homes, were to have taken effect on October 1 to replace the 1968 regulations. However, Congress has provided no funding for implementation.
1981	The Economic Recovery Tax Act increased tax credits for child care, provided for a sliding scale, and made provisions for advanced payment of the credit.
1981	New federal AFDC regulations put a $160/child/month cap on the amount of child care costs a recipient may deduct as a work-related expense (Income Disregard).

GLOSSARY

ACEI	Association for Childhood Education International
ACYF	A reorganization of Department of Health, Education and Welfare in summer 1977 resulted in a new Administration for Children, Youth and Families. ACYF combined the Office of Child Development and the Office of Youth Development, Child Welfare Services (Title IV-B), Head Start, Child Abuse and Neglect, Youth Development and Research, as well as Demonstration and Evaluation.
Alternative Child Care Programs	Implemented by AB 3059 (1976) and AB 1288 (1977). Programs were designed to increase subsidized child care services and provide parents a wider choice of a child care options. Agencies provide care through a variety of services: (1) center-based child care; (2) family day care homes; (3) alternative payment systems, which include direct payment of child care costs to the provider of care (vendor system) and direct payment of child care costs to the parent for service selected (voucher system).
Annualization	A term used to describe a process whereby agencies, having provided services funded for a portion of the previous year, are funded the following year at levels sufficient to cover a full year.
Buy-Out	An equal exchange of state dollars for federal dollars in the child care budget. The exchange allows the state flexibility with respect to administrative and program requirements in child development programs. The resulting free federal dollars may be used in other federal social services programs. In 1981, California "bought-out" all federal child care funds with state dollars.
CAEYC	California Association for the Education of Young Children.
CARE	CARE is the acronym for the Cooperative Agencies Resources for Education Program. Started in 1977, the program brings together the resources of the Employment Development Department, the California Community Colleges and the Department of Social Services to help motivated AFDC recipients return to school for high school equivalencies and higher degrees.

CCDAA	California Child Development Administrators Association A professional association of directors of child care and development programs in California.
CCCECE	California Community Colleges Early Childhood Educators A professional association composed of instructors of child development and early childhood education in California Community Colleges.
CCPPNSA	California Council of Parent Participation Nursery Schools Association
CDA-Child Development Associate	A teacher who has been awarded a federal credential based on experience and competencies in working with children. Guidelines for assessment and training for these skills have been developed as part of the programs.
Certificate of Achievement/ Occupational Certificates	Certificates which are awarded by community colleges upon successful completion of coursework in preparation for careers in child care and early childhood education. Some certification programs require completion of the A.A. degree.
Certificated Employee	An employee whose position requires a teaching, administrative or other credential. See Credential.
CETA	Comprehensive Employment and Training Act is an employment and manpower program whose purpose is to provide job training and employment opportunities for the economically disadvantaged, unemployed, and underemployed. Components of CETA include classroom training, on-the-job training, public service employment and work experience.
Child Care and Development Programs	Child care and child development programs include a full range of programs designed to meet a wide variety of needs of children ages zero - fourteen (and of protective services for children ages zero - eighteen) and their families. These services are for children whose parents or guardians express a need or desire for them during any part of a 24-hour day. Essential program elements can include but are not limited to: nutrition; health; social services; education; protection and supervision; support services to providers; parent education and involvement; staff development; special needs, including multilingual and multicultural; special services, as needed; and evaluation. Programs may

Child Care and Development Programs (cont.)	be located in a center, a family child care home, or within the child's own home.
Child Care Center (Campus)	Child development programs which have as their primary focus the provision of care for the children of student parents to enable them to attend school. Though the provision of care may be useful for instructional purposes, instruction is considered incidental to the services function in a campus child care program. Historically, most of these programs have been located organizationally under the auspices of the student services division.
Children's Center Permit	The teacher license required by persons working in state-funded programs for young children, usually children of preschool age and below. This credential is not required for teaching in private early childhood programs, although many persons in private programs do hold such credentials and a number of private preschools do require this credential of some of their teaching staff. This permit is issued by the Commission for Teacher Preparation and Licensing and requires the candidate to submit transcripts indicating 24 ECE units, 16 general education units and an experience requirement. The term Children's Center Permit is a somewhat out-dated and misleading term because the term was used at the time when children centers, operated by school districts, were the only state-funded preschool programs in California. Today, many different types of child care and development programs receive state funding, including: campus programs; state preschools; county welfare department programs; family child care homes; private centers; school district children's centers; programs for the severely handicapped; migrant programs; school age parenting and infant development programs; and alternative payment services.
Classified Employee	An employee whose position is not certificated and is employed for more than 75 percent of the school year.
Combination Child Development Center	Child development programs which have a dual focus on instruction and services; both functions are given approximately equal priority. Combination programs usually incorporate some very desirable characteristics from both the services and instruction program types. From the services perspective, combination programs have typically given priority to low income students and maintained longer hours than lab schools to meet the needs of students. From

Combination Child Development Center (cont.)	the instruction perspective, combination programs usually have a strong educational component for children for purposes of developing a model curriculum, and have included practicum opportunities for students with a master teacher present.
Community Coordinated Child Care	(4-C) A federally sponsored system under which local public and private agencies interested in day care and preschool programs develop procedures for cooperating with one another about program services, staff development, and administrative activities.
Competency Based Education	Curriculum based on standards of proficiency.
Comprehensive Child Care	Child care which provides for the intellectual, social, and emotional growth and development of the child, as well as providing for the child's physical, health and safety needs.
Credential	A legal document issued by the state stipulating a person's qualifications in a designated area such as teaching (various grade levels and subjects), administration, pupil personnel.
Custodial Child Care	Child care which provides supervision in a safe and sanitary facility, but does not address itself to the intellectual, social, or emotional development of the child.
4-C Program	See Community Coordinated Child Care.
DSS	Department of Social Services, the state agency responsible for "community care facilities" which include child care centers for children. The agency licenses and inspects child care centers to insure the health and safety of those who use them. In addition, the Department has promulgated regulations in Title 22 of the California Administrative Code. DSS delegates licensing responsibilities to SDE for all agencies funded by OCD.
Drop-In Centers	A child care center designed for temporary, intermittent care.
Early Childhood Education	Education of children from birth through age eight.

ECE/SB 1302 1972	Early Childhood Education, a reform enacted in the state of California in 1972 to restructure primary education to ensure that all students in kindergarten through the third grade receive individual instruction and that extensive participation of parents and the community occur in these early grades.
Education Code	The laws of California pertaining to education passed by the Legislature.
EPSDT	Early Periodic Screening Diagnosis and Treatment program is a health program for Medi-Cal recipients, entitling all such recipients to periodic checkups and referral for diagnostic and treatment services.
Extended Day Care	Organized care and supervision of school age children before and after school and during school vacation periods.
Family Day Care	A child care arrangement in which up to six children of varying ages are cared for in the home of the caregiver for periods of less than 24 hours. Under certain conditions a large home license for up to 12 children may be issued. Preschool children of the caregiver are counted as part of the group being served. State licensing regulations determine the maximum number of children who can be in a family day care home. Local health, safety and zoning requirements affect family day care homes.
Family Day Care Network/ System	A cluster of family day care homes with centralized activities which may include information and referral, group purchasing, administration, fiscal procedures, training or other activities.
FIDCR (Federal Interagency Day Care Requirements)	1967 amendments to the federal Economic Opportunity Act established an interagency task force including representatives from the Office of Economic Opportunity, Department of Health, Education and Welfare and the Department of Labor, which developed the Federal Interagency Day Care Requirements as a "common set of program standards and regulations" for federally funded day care. These standards, enacted in 1968 and slightly amended by Title XX, cover a number of program characteristics: staff/child ratios and the size of the group; suitability and safety of facilities; the provision of social, health, and nutritional services; staff training and parent involvement; admin-

FIDCR (Federal Interagency Day Care Requirements) (cont.)	istrative coordination and program evaluation. In 1974, through Title XX, the Secretary of HEW was required to evaluate the "appropriateness" of FIDCR. The study was completed. New regulations were drafted and became operational; however, congress provided no funding for implementation.
Foster Care	Extended home care for children who have been legally separated from parent(s) or guardian(s).
Full-Cost Families	Families not eligible for subsidized care, which elect elect to pay the full cost of their care in order to be served at a publicly subsidized child care center.
GAC	The Governor's Advisory Committee on Child Development Programs, is a Committee composed of parents, interested agency representatives, professional and civic group representatives, state department and related advisory board representatives. All members are appointed by the Governor. The Committee's main function is to advise the Governor and Superintendent of Public Instruction on child development program delivery and implementation of child development program policy. Staff is located at the Health and Welfare Agency.
Gross Median Income	Median income from all sources before mandatory and voluntary deductions are made. Title XX requires each state to determine this value for a family of four. This figure is the base from which all calculations for eligibility are made after adjustment for family size. For families of two to six members, this base is raised or lowered by 16 percent for each member above or below four. Three percentage points are added for each member above six.
Group Day Care Home	A child care arrangement in which a provider cares for seven to twelve children in the home of the provider, usually with an assistant present. Group day care homes are also known as large family day care homes.
Head Start	This is a federal program for preschool children initiated in 1965 under the Economic Opportunity Act and initially administered by the Office of Child Development but now by Administration for Children, Youth and Families in the Department of Health, and Human Services. The program consists of half-day and full-day classes. Comprehensive developmental programs are provided including a curriculum

Head Start (cont.)	aimed at maximizing cognitive, social-emotional and physical development. Health, nutrition, social services, parent involvement, career development, including community action are also emphasized.
Health and Welfare Agency	The Health and Welfare Agency is the largest of the four agencies within the Executive Branch of the California state government. The Secretary of Health and Welfare is a member of the Governor's Cabinet, and advises the Governor on policy and program matters pertaining to health, welfare, employment, and corrections. The Governor's Advisory Committee on Child Development Programs is attached to the Agency.
HEW (or DHEW) now HHS	Health, Education and Welfare, since May 1980, Health and Human Services. Federal department covering most human services programs. The department includes the Office of Human Development (ACYF, Aging, Administration for Handicapped Individuals, Native Americans), Public Health Services, Health Care Financing, Social Security Administration, and the Education Division.
Home Day Care	See Family Day Care.
Income Disregard System	A funding mechanism which is available only to eligible families receiving Aid to Families with Dependent Children. Child care costs are deducted from their employment income before the amount of the cash welfare grant is computed by the Department of Social Services.
Income Eligible Families	Families with incomes at or below a specified percentage of the state gross median income. Families in this category are eligible to have the cost of their child care partly subsidized by the government.
In-Home Care	A child care arrangement which takes place in the home of the child being served as opposed to the home of the caregiver or a center. The child may be cared for in her/his own home by a relative, friend, neighbor, older child or paid babysitter or housekeeper. Often the child cares for her/his own self ("latchkey" child care).

Intergenerational Child Care	A program where senior citizens serve as aides and perform other duties in child care centers.
Laboratory School	Child development programs established primarily to serve as settings for teacher education and training; the provision of care for children is considered incidental to the primary purpose of instruction. Historically, these programs have been located organizationally under the auspices of the instruction division.
"**Latchkey** Kids"	Children who care for themselves before and/or after school while parents are working.
Mainstreaming	General concept relating to the integration of handicapped children into programs for nonhandicapped children.
Medi-Cal	Also known as the California Medical Assistance Program is California's Medicaid program, authorized under Title XIX of the Social Security Act. County welfare departments administer the Medi-Cal certification of recipients of AFDC, SSI/SSP, the medically needy, and medically indigent. Medi-Cal provides health benefits to those persons whose income and resources are either insufficient to meet the costs of medical services or are so limited that medical bills would severely jeopardize a family's self-sufficiency.
NAEYC	National Association for the Education of Young Children
Nursery School	Generally, a half-day education program for children from 3-5 years of age.
OCD	The Office of Child Development is a unit within the State Department of Education. It administers state preschool and child development programs including all state funded community college child development centers.
OMEP	World Organization for Early Childhood Education. (Initials are French for Organization Mundial Pour l'Education Presclaire, founded 1948.)
Paraprofessional	A trained aide who assists a professional person.

Parent Education	A program to enable parents to acquire insight, understanding, and skills in parenting and family relationships. The range of classes taught in educational settings includes classes for expectant parents, as well as for parents of infants, preschool children, and school-age children including teenagers.
Parent Participation Preschool Programs	These part-day programs are planned for preschool children and their parents. They include: Parent Participation Preschool: parents enroll in an adult education class in conjunction with a laboratory or demonstration preschool. The parent agrees to participate in one session a week and to attend a weekly adult education class in parent education. The child may participate from one to five days. Parent co-ops: privately owned and operated by a group of parents who participate regularly with the children and have scheduled parent meetings which may include parent education, policy planning, fund raising, maintenance, and repair. Parent observation: the term used for classes which usually meet once a week under adult education. Every child has a parent in attendance. Parents observe the children at play under the direction of a head teacher assisted by a few designated parents. At some time during the session, the parents meet with the teacher for a parent discussion group. Such programs are usually sponsored by school districts. There are endless variations of the above three general types, including such models as the Parent Co-op with partial sponsorship of adult education or the organized neighborhood play group.
P.L. 94-142	Education for all Handicapped Children Act, a federal law ensuring that all handicapped children have available to them a free appropriate public education and that the rights of handicapped children and their parents are protected.
Pre-kindergarten	Those programs or services serving children not yet of kindergarten age.
Preschool Education	Instruction and developmental activities for children, generally between the ages of two and five years of age, aimed at enhancing their development prior to formal attendance at school.

Private Nonprofit and Private Proprietary Child Care	Private, nonprofit and private, proprietary and independent child care centers and schools are operated with private funding, usually fees, collected from parents and/or donations. Age range is from infant through school age children. Half and fully day programs are provided and are licensed under Title 22.
Proposition 13/ 1978 (Jarvis-Gann)	The Jarvis-Gann initiative is a tax reform law which curtailed the amount of property tax which local governments could collect. The primary effect on child care and development programs relates to the elimination of the local override taxes, which provided some $45 million for child care programs.
Protective Services for Children	Preventive or remedial activities funded by Title XX on behalf of children who are harmed or threatened with harm as a result of abuse, neglect or exploitation. Services include counseling and training for parents.
PNSA	Private Nursery School Association a professional association composed of directors and teachers of private nonprofit and private proprietary child care.
Residential School	A type of school in which the child lives on a full-time basis and which typically provides extensive services for a particular population of special children.
Resource and Referral Agencies	These agencies provide information to parents, including referrals and coordination of community resources for parents and public or private providers of care. Services frequently include but are not limited to: technical assistance for providers, toy and equipment lending libraries, training programs, health and nutrition education, and referrals to social services. They are funded by OCD.
Respite Care	Respite care is the provision of care for children whose parents need temporary relief from ongoing child rearing responsibilities.
Riles Commission Report	A document developed by a Commission appointed by Superintendent of Instruction, Wilson Riles, in 1978 containing a 5-year plan for child care and development services in California.

School Age Parenting and Infant Development Programs	Located on or near high schools, these programs include child development services for the infants, and parent education and career development for the school-age parents who are completing their high school education. These services are provided by school districts and offices of county superintendents of schools under contract with the Department of Education.
SDE	The State Department of Education administers state operations in the public school system, the State Library, state special schools, and administers all publicly funded child development programs including those on community college campuses. The Department is administered by the State Superintendent of Public Instruction, a statewide elective office, and the State Board of Education.
SDSS	California State Department of Social Services is an organizational unit within the State Health and Welfare Agency. This agency licenses child care facilities and family day care homes under Title 22.
Sieroty Bill	SB 863/80, the "Sieroty Bill," appropriated $9 million for expansion of child care services in 1980 ($12 million for 1981-82); established priorities for use of the funds (e.g. rural care, infants, school-age, special needs); established a statewide Standard Reimbursement Rate and provided a differentiated cost-of-living adjustment for child care programs based on the cost of the programs.
Single State Agency	This is the single agency within each state to which the federal social services money must flow from HHS in conformity with provisions of the federal Social Security Act. In California, the single state agency was the Department of Social Welfare when child care funds first became available. It is currently the Department of Social Services. State law requires child care programs to be administered by the Department of Education. In the past, this situation required some Title XX money to be transferred by interagency agreement from DSS to SDE. More recently the state has engaged in a total buy-out, avoiding this transfer, and also avoiding the need to request a waiver of the single state agency
Special Education	A form of educational intervention for handicapped children involving appropriate facilities, specialized methods and materials, and specially trained teachers.

State Master Plan for Special Education	The California Master Plan for Special Education, developed by the State Department of Education, and adopted by the State Board of Education and the State Legislature, defines children with exceptional needs and defines goals, objectives, evaluation and funding models for special education for children in California.
State Preschool Program	This program is a part-day compensatory educational program for low-income prekindergarten children, aged three years to four years nine months. It was authorized in AB 1331/65 by the California Legislature to help expand the thrust of Head Start and to help prepare eligible children for greater success in school. The program includes education with a particular emphasis on language and development of a good self-image, health, nutrition, and social services as well as staff development. There is a strong emphasis on parent education and parent involvement. Programs may be operated by public or private agencies. Some community colleges operate state Preschool Programs.
Tax Credits	Allows parents to claim a percentage of their child care expenses as a tax credit.
Tax Override	An extension of the basic tax rate which community college and school districts were authorized to levy for specific limited purposes, such as necessary construction costs and child development centers. Tax overrides were eliminated under Proposition 13.
Title	Refers to a portion of state or federal legislation.
Title XX of the Federal Social Security Act	Prior to the buyout of federal child care funds in California, all federal funds for child care were provided by Title XX of the Federal Social Security Act.
Title XX Training	Title XX allows for federal matching of expenditures for staff training or retraining directly relating to the provision of Title XX funded services.
Title 5	Title 5 of the California Administrative Code contains regulations pertaining to education including those governing state-funded campus child development programs.

Title 22	Title 22 of the California Administrative Code contains regulations pertaining to social services. Regulations for licensing of all child care centers are contained within this section. The regulations determine staff qualifications, staff/child ratios, and health and safety requirements.
Vendor Payment	This is a payment, or contract, to a provider for a defined amount of child care. Contract allocations or appropriations are transferred after the provider has fulfilled specified contract agreements. The commitment is to serve a specific number of children.
Voucher	A voucher is a payment or redeemable coupon for subsidized child care services presented by the parent to the child care provider of choice.
WIN	Work Incentive Program, established by the 1967 amendments to the Social Security Act to provide job training, employment, counseling, placement and social services to AFDC recipients, through state welfare and employment agencies.
Work-Site Child Care	Child Care which is provided at the parent's place of employment. It is sometimes provided at no cost to the parent as a "fringe benefit." Sometimes, too, costs are paid by the parent on a sliding fee basis. An example of work site care is the State Department of Motor Vehicles Children's Center.

Board of Governors of the
California Community Colleges
December 8-9, 1983

Item 2

Title: Child Development Instruction and Services

Staff Presentation: Ron Dyste, Administrator
Jan Hake, Consultant
Student Services and Specially Funded Programs

Summary

This item reviews field and staff comments on the final report of the Task Force on Child Development Instruction and Services, which the Board reviewed at its June 1983 meeting, and proposes selected Board actions.

Recommended Action

Staff recommends that the Educational Policy Committee and the full Board endorse the Statement of Philosophy on Child Development shown in Attachment 1 and the General Child Development Policy Recommendations in Attachment 2. It is further recommended that the Board authorize Chancellor's Office staff to develop a "Guide for Child Development Instruction" and a "Guide for Child Development Centers and Services" based upon the recommendations shown in Attachment 3. The guides would not be binding on districts legally.

Full Board action is recommended for December 9.

Background

In January 1982, the Chancellor convened a task force to study the status of, and to recommend improvements in, community college programs of child development instruction and services. In September 1982, task force staff presented a progress report to the Board, statistically describing the status of these programs and highlighting several policy questions which the Task Force had identified and was deliberating.

The final report was submitted to the Chancellor in April 1983, after which he disseminated the report statewide for field review and comment. At its June 1983 meeting, the Board reviewed the final report in anticipation of subsequent staff work regarding proposed Board actions.

This item summarizes field and staff comments, and proposes that the Board endorse a Child Development Philosophy Statement and a series of general child development policy recommendations. Staff would then propose, with Board concurrence, to prepare a "Guide for Child Development Instruction" and a "Guide for Child Development Centers and Services" based on the recommendations detailed in Attachment 3 to this item.

Summary of Field and Staff Comments

The Task Force's report produced 47 recommended guidelines grouped into three areas: those related to providing coordinated, comprehensive programs which combine instruction and services; those related to maintaining or achieving high quality instructional programs; and those related to operating high quality child center services. In addition, the report opened with the Task Force's philosophical and goal statements which affirmed the importance of children and families, their need for stability, the threats to them posed by a complex and ever-changing society, the role of related community college instructional and service programs in positively mitigating such threats, and the responsibility of community colleges to make long-range commitments to facilitate access to quality child development instructional and services programs which are responsive to the diverse needs of all students and children.

Field Comments

In the four months following dissemination of the task force report in May 1983, 23 responses were received by the Chancellor's Office, including comments from more than 20 percent of the districts--more than half of these from chief executive officers--and from county health or education offices, professional groups, and the Office of Child Development of the State Department of Education.

Reactions struck two common themes which were approached from different directions: local discretion and cost considerations in light of fiscal realities.

For all but four district respondents, both themes were treated positively. Most respondents thought the Task Force's approach of recommending "guidelines" preserved local control by enabling colleges or districts to make use of the guidelines in light of their individual needs and priorities, without threat of statewide mandate. At the same time, these respondents expressed appreciation for the task force's identification of common instructional and service standards thought desirable for all programs across the state. These standards were viewed as significant for two reasons: they reflected the collective expertise of local professionals and practitioners; and they were seen as crucial to the process of establishing statewide standards of excellence which would be useful for program evaluation and long-term planning.

Although the current fiscal crisis was recognized by these respondents as placing a damper on several of the recommended guidelines, the majority of these respondents nonetheless saw the guidelines as useful for anticipating future policies as resources become available. Furthermore, the guidelines were regarded as timely and beneficial because they addressed fiscal and programmatic issues. In short, these respondents said they appreciated the Task Force's presentation of comprehensive principles as valuable for the orderly development and efficient operation of child development instruction and services programs.

On the other hand, respondents from four districts raised thoughtful objections to several recommendations and to one of the task force's goals. These were generally based upon cost considerations; that is, the recommendations would either raise expenditures or could not be implemented given budget reductions. Other objections were based upon what was judged to be the impropriety of recommendations thought to interfere with local prerogatives, as for example recommendations relating to faculty loads or part-time to full-time faculty ratios. Two recommendations directed at the Chancellor's Office were thought unnecessary (i.e., Recommendations 10 and 44), and two other items were objected to essentially on pragmatic or philosophical grounds--that is, one respondent thought the Task Force's "access" goal for all students needing child services was unrealistic, while another respondent thought the recommendation giving priority to on-campus practicums was contrary to promoting off-campus work experience. Finally, one respondent expressed misgivings about the use of voluntary "guidelines," suggesting these might lead eventually to minimum standards or other regulations, while others suggested that even guidelines, if adopted by the Board, would "imply" mandates that could erode local control. These objections affected 9 of the 33 recommendations directed to districts, and 6 of the 14 recommendations directed to the Chancellor's Office.

Staff Comments

Staff reviewed the final report and the field comments and found that, generally, the report reflects excellent research, comprehensive coverage of major issues, and well reasoned justifications for each of the 47 recommendations made. Further staff comments are grouped as follows:

1. Philosophy and Goal Statements. Staff regards the philosophy statement as appropriate for Board action because it stresses the social importance of families and specifies a related role for community colleges which is consistent with existing Board goals and recent Board deliberations on community college mission.

Staff does not believe it is necessary for the Board to act upon the five specialized goals which accompany the philosophy statement. The first two, which refer to access and diversity, are essentially contained in the philosophy statement, and the last goal duplicates Recommendation 1. The remaining two goals--which refer to use by colleges of the Task Force's guidelines and the provision of the recommended core curriculum--appear to be educational and service matters best addressed by local expertise. It should be noted, however, that the Task Force selected these items as proposed goals because of the overriding importance it lent to them.

2. Recommendations 1-7. Except for Recommendation 5 which refers to faculty loads (clearly a local matter), these recommendations affect the general character of child development instruction and services and amount to programmatic objectives which seem appropriate for Board action. Achievement of these recommendations would strengthen interdistrict equity in providing the related instruction and services without interfering with local flexibility, inasmuch as the objectives are general enough to facilitate unique district responses.

3. Recommendations Affecting Curriculum and Services. Neither the curricular recommendations (12-23) nor the centers and services recommendations (28-41) seem appropriate for direct Board action because they involve knowledge and expertise which is essentially local. For that reason, the Chancellor has directed staff to develop, from the text and these recommendations, a curriculum guide and a centers and services guide which would describe elements of model programs as developed by task force professionals for use by other professionals. Staff would consider it appropriate for the Board to endorse such guides for local consideration as instruction and services models.

   Staff notes, however, that Recommendation 21 would be excluded from the curriculum guide because it refers to the attainment of relatively fixed part-and full-time faculty ratios. The Board has historically opposed such "freezing" policies.

4. Recommendations Affecting the Chancellor's Office. Fourteen recommendations (8-11, 24-27, 42-47) affect the Chancellor's Office and range from internal staff assignments to agency roles vis-a-vis the Accrediting Commission, other state agencies, and other educational segments.

   The Chancellor has directed staff to further examine these recommendations, including possible funding sources for additional staff support (such as JTPA), and ways that existing staff--consistent with agency priorities--could address issues raised in these recommendations. It is worth noting that similar requests from the field have been made for additional specialized staff to work on counseling, health services, placement, assessment, student activities, and other college functions.

5. Field Comments. Staff finds that the overwhelming majority of field comments were consistent with the charge to the Task Force: to study

child development instruction and services and to recommend comprehensive guidelines setting exemplary standards for voluntary use by local district personnel.

Staff is also sensitive to the criticisms received and these views are respected, including concerns reflecting an understandable worry over state actions which may erode local discretion. Yet concern that even "guidelines" imply state mandates may overlook the fact that guidelines are major instruments of Board leadership where compulsion is not desirable, and where the field itself identifies a need for systematic attention to common issues, in relation to which flexibility of local response should be assured. Indeed, absent such voluntary instruments of state leadership and coordination, tendencies to regulate or to over-regulate might increase. Finally, staff agreed with some of the specific criticisms, particularly those related to faculty loads and staff ratios.

Staff Recommendations

Staff recommends that:

1. The Board endorse the philosophy statement and recommend it for consideration by local colleges and districts for similar action. (See Attachment 1)

2. The Board endorse the programmatic objectives embodied in recommendations 1, 2, 3, 4, 6, and 7, and recommend them to local colleges and districts for consideration in future planning and evaluation of child development instruction and services programs. (See Attachment 2)

3. The Board authorize staff to develop a curriculum guide and a centers and services guide for consideration by local colleges and districts as indicative of model programmatic elements. (See Attachment 3 for applicable recommendations.)

ATTACHMENT 1

Statement of Philosophy

The California Community College Chancellor's Task Force on Child Development Instruction and Services affirms the importance of children and their families as the foundation for the future of our world. Children need to grow up as healthy, happy and productive human beings in families that are economically and emotionally stable. While the Task Force recognizes that some parents may be able to stay home with their children during the early formative years, others will need to become a part of the work force. Today's society is faced with changing life styles, changing employment patterns and many families in crisis. Both teachers and parents will need to acquire even greater skills in child care and development practice and theory to fulfill their increasingly complex roles. A long range price will be paid in wasted human resources if society does not respond to this need.

The California Community Colleges are uniquely suited to the task of providing leadership in child development through their role in training child development teachers, educating parents and potential parents, and setting up model child development centers which exemplify the best practices in child development. Historically, community colleges in California, rather than the other two segments of higher education, have done most of the training of child care personnel and have been leaders in the field of parent education. Because of recent changes in the family, it is more important than ever before that community colleges become a model for teacher training, parent education and exemplary programs for children in the state of California and throughout the United States.

In California Community Colleges, curriculum in the area of child development has been developed under the leadership of local Boards of Trustees in response to their perceptions of their specific community needs. These communities are highly diversified throughout the state. Yet even in this diversity, the instructional needs of children, parents, and teachers of young children include a common body of knowledge. Children deserve to have parents and teachers who know and understand the continuum of human development and are skilled in dealing with children. The achievement of increasingly effective human relationships is based upon learning and growth, and California's community colleges can make a difference in the lives of families through offering model programs and high-quality instruction.

Moreover, although child care and development centers for the children of community college students have grown substantially in size and number in the last decade, there are great unmet needs for services. Child development services have become a vital element of educational access as higher percentages of women and minorities enroll in community colleges and enter the work force. The Task Force believes that all students in California's community colleges should have access to child development services that meet their needs.

The Task Force believes that it is the responsibility and function of California community colleges to provide child development instruction and services that have quality, strength and vitality. This responsibility should include a long-range commitment of human and material resources. The area of Child Development instruction and services offers a unique blend of general education and vocational training while also providing an important service to students. Therefore, child development instruction and services are worthy of support.

ATTACHMENT 2

General Child Development Policy Recommendations

- COMMUNITY COLLEGES SHOULD MAINTAIN BOTH AN INSTRUCTIONAL PROGRAM OF CHILD DEVELOPMENT COURSES AND A CHILD DEVELOPMENT SERVICE PROGRAM FOR CHILDREN. THESE TWO FUNCTIONS -- INSTRUCTION AND SERVICES -- SHOULD BE FULLY INTEGRATED AND COORDINATED FOR THE MUTUAL BENEFIT OF BOTH.

  (Recommendation 1)

- CHILD DEVELOPMENT INSTRUCTION AND SERVICE PROGRAMS OF ALL COMMUNITY COLLEGE CAMPUSES SHOULD PROVIDE OPPORTUNITIES FOR INCLUSION OF BOTH CHILDREN AND ADULTS WITH SPECIAL NEEDS. THE TERM "SPECIAL NEEDS" INCLUDES THOSE PERSONS WITH DISABILITIES AS WELL AS THOSE WHO ARE GIFTED.

  (Recommendation 2)

- CHILD DEVELOPMENT INSTRUCTION AND SERVICES PROGRAMS SHOULD ENHANCE AND REFLECT THE DIVERSE CULTURAL AND LINGUISTIC BACKGROUNDS OF STUDENTS AND CHILDREN ON EACH COLLEGE CAMPUS.

  (Recommendation 3)

- CHILD DEVELOPMENT PROGRAMS SHOULD ENCOURAGE AND PROVIDE INSERVICE TRAINING FOR CHILD DEVELOPMENT INSTRUCTIONAL STAFF, BOTH FULL AND PART-TIME, AND FOR CHILD DEVELOPMENT CENTER STAFF, IN ORDER TO PROMOTE PROFESSIONAL GROWTH AND A COMPREHENSIVE, COORDINATED PROGRAM.

  (Recommendation 4)

- THE UNIQUE NEEDS OF STUDENT PARENTS SHOULD BE ADDRESSED WHEN PLANNING INSTRUCTION AND SERVICES PROGRAMS IN ORDER TO MAXIMIZE ACCESS TO EDUCATION.

  (Recommendation 6)

- COMMUNITY COLLEGE INSTRUCTION AND CENTER STAFF SHOULD BE ENCOURAGED TO COORDINATE THEIR EFFORTS WITH OTHER COMMUNITY AGENCIES WHICH PROVIDE CHILD DEVELOPMENT SERVICES FOR CHILDREN AND FAMILIES.

  (Recommendation 7)

ATTACHMENT 3

Recommendations Suggested for Inclusion in a "Guide for Child Development Instruction" and a "Guide for Child Development Centers and Services"

Instructional Recommendations

o A CORE CURRICULUM SHOULD BE DEVELOPED AND PROVIDED AS AN INTEGRAL PART OF THE CHILD DEVELOPMENT/EARLY CHILDHOOD EDUCATION PROGRAM. THE CORE CURRICULUM SHOULD BE A PREREQUISITE REQUIREMENT TO THE GRANTING OF CERTIFICATES AND TO THE COMPLETION OF MAJORS. THIS ENTRY LEVEL CORE SHOULD PROVIDE A MINIMUM OF THREE SEMESTER UNITS IN EACH OF THE FOLLOWING AREAS:

1. CHILD GROWTH AND DEVELOPMENT, INCLUDING OBSERVATION
2. CHILD, FAMILY AND COMMUNITY RELATIONS
3. CURRICULUM DEVELOPMENT FOR THE YOUNG CHILD--THEORY AND PRACTICUM
4. CLASSROOM MANAGEMENT AND GROUP RELATIONS--THEORY AND PRACTICUM
5. EARLY CHILDHOOD EDUCATION HISTORY AND PROFESSIONAL OVERVIEW.

(Recommendation 12)

o EACH CAMPUS SHOULD OFFER ADDITIONAL COURSES AS AN EXTENSION OF THE CORE CURRICULUM IN ORDER TO COMPLETE MAJORS AND PERMIT CERTIFICATION, AS WELL AS TO MEET THE NEEDS OF PARTICULAR COMMUNITIES AND SPECIFIC JOB MARKETS.

(Recommendation 13)

o THE PRACTICUM EXPERIENCE IN THE CORE CURRICULUM SHOULD TAKE PLACE IN A CHILD DEVELOPMENT CENTER ON CAMPUS. SUPERVISION OF STUDENT INTERNS SHOULD BE PROVIDED BY THE INSTRUCTION FACULTY. WHERE POSSIBLE, A SECOND PRACTICUM IS ADVISABLE IN A COMMUNITY FIELD PLACEMENT APPROVED BY THE CHILD DEVELOPMENT PROGRAM.

(Recommendation 14)

o CHILD DEVELOPMENT INSTRUCTION PROGRAMS SHOULD INCLUDE PARENT EDUCATION AS A FUNDAMENTAL AND INTRINSIC PART OF THE ENTIRE CURRICULUM, BOTH IN THE FORM OF EDUCATION IN PREPARATION FOR PARENTING AND IN THE FORM OF EDUCATION ABOUT PARENTING.

THE PARENT EDUCATION COMPONENT SHOULD BE PLANNED SO THAT IT RECOGNIZES AND IS SENSITIVE TO THE DIVERSITY OF FAMILY FORM, VALUES AND ETHNICITY REFLECTED IN THE CALIFORNIA POPULATION.

(Recommendation 15)

- CAMPUSES AWARDING CERTIFICATES OF COMPLETION IN CHILD DEVELOPMENT SHOULD SPECIFY ON THOSE CERTIFICATES THE NUMBER OF UNITS COMPLETED AND THE CURRICULUM AREAS COVERED, AND, IF APPROPRIATE, THE PURPOSES FOR WHICH THE CERTIFICATE MAY BE USED.
  (Recommendation 16)

- CHILD DEVELOPMENT AND EARLY CHILDHOOD EDUCATION COURSES SHOULD BE SCHEDULED TO MEET THE DIVERSITY OF STUDENT NEEDS (E.G., SHORT-TERM COURSES, WEEKEND COURSES, OPEN ENTRY/OPEN EXIT COURSES). FLEXIBLE SCHEDULING OF FACULTY RESPONSIBILITIES (E.G., OFFICE HOURS, MEETINGS, ADVISING, OFF-CAMPUS DUTIES, ETC.) IS ALSO NECESSARY TO ACCOMMODATE THE BROAD RANGE OF STUDENT NEEDS.
  (Recommendation 17)

- COURSES IN THE CORE CURRICULUM SHOULD BE SCHEDULED FOR SEVERAL YEARS AHEAD TO PERMIT LONG-RANGE PLANNING BY STUDENTS IN THE COMMUNITY.
  (Recommendation 18)

- CHILD DEVELOPMENT FACULTY SHOULD WORK CLOSELY NOT ONLY WITH ADVISORY BOARDS OR COMMITTEES, BUT ALSO WITH THOSE COMMUNITY GROUPS THAT ADDRESS THE NEEDS OF YOUNG CHILDREN (E.G., FAMILY DAY CARE HOME PROVIDERS, CHILDREN'S SERVICES LOBBYING GROUPS, RESOURCE AND REFERRAL AGENCIES, AND FAMILY SERVICE AGENCIES.
  (Recommendation 19)

- COMMUNITY COLLEGE CHILD DEVELOPMENT INSTRUCTORS SHOULD DEVELOP OFF-CAMPUS COMMUNITY-BASED INSERVICE TRAINING PROGRAMS FOR CHILD CARE AND DEVELOPMENT CENTERS IN ORDER TO UPGRADE THE QUALITY OF SERVICES IN THE COMMUNITY.
  (Recommendation 20)

- IT IS RECOMMENDED THAT EFFORTS BE MADE TO INTEGRATE PART-TIME FACULTY INTO CHILD DEVELOPMENT AND EARLY CHILDHOOD EDUCATION FUNCTIONS AND DECISION-MAKING PROCESSES.
  (Recommendation 22)

- COMMUNITY COLLEGES ARE ENCOURAGED TO DEVELOP FOSTER PARENT TRAINING PROGRAMS AS PART OF THEIR INSTRUCTIONAL PROGRAMS.
  (Recommendation 23)

Centers and Services Recommendations

- COMMUNITY COLLEGE CHILD DEVELOPMENT CENTERS FOR CHILDREN SHOULD CONTAIN ALL THE COMPONENTS OF A QUALITY MODEL PROGRAM INCLUDING: A SAFE AND APPROPRIATE PHYSICAL ENVIRONMENT, ENRICHING PROGRAM ACTIVITIES, SUPPORT SERVICES, EFFECTIVE ADMINISTRATION, ADEQUATE FUNDING, APPROPRIATE PREPARATION OF STAFF, AND INVOLVEMENT OF PARENTS, STUDENTS AND COMMUNITY MEMBERS.

  (Recommendation 28)

- ALL COMMUNITY COLLEGE CHILD DEVELOPMENT CENTERS SHOULD HAVE AN INDOOR AND OUTDOOR PHYSICAL ENVIRONMENT THAT IS SAFE AND APPROPRIATE TO THE AGE OF THE CHILDREN BEING SERVED.

  (Recommendation 29)

- ALL COMMUNITY COLLEGE CHILD DEVELOPMENT CENTERS SHOULD PROVIDE AGE-APPROPRIATE PROGRAM ACTIVITIES AND SERVICES THAT ARE DESIGNED TO MEET THE BASIC INTELLECTUAL, SOCIAL, EMOTIONAL, AND PHYSICAL NEEDS OF EACH CHILD AS WELL AS SPECIAL NEEDS, SUCH AS MULTICULTURAL AND BILINGUAL EDUCATION.

  (Recommendation 30)

- ALL COMMUNITY COLLEGE CHILD DEVELOPMENT CENTERS SHOULD MAKE SUPPORT SERVICES AVAILABLE TO CHILDREN, FAMILIES, AND TEACHING STAFF THAT INCLUDE RESOURCE AND REFERRAL, STAFF TRAINING, HEALTH SERVICES, TRANSPORTATION, NUTRITION, AND SOCIAL SERVICES.

  (Recommendation 31)

- PROGRAM ADMINISTRATION THAT ENSURES EFFICIENT AND EFFECTIVE PROGRAMS SHOULD BE PRESENT IN ALL CHILD DEVELOPMENT CENTERS.

  (Recommendation 32)

- PARENTS, STUDENTS, COMMUNITY MEMBERS AND TEACHING STAFF SHOULD BE PRESENT IN THE CHILD DEVELOPMENT CENTER TO ENRICH THE PROGRAM FOR THE CHILDREN AND THEMSELVES.

  (Recommendation 33)

- TEACHING STAFF IN THE CHILD DEVELOPMENT CENTER SHOULD HAVE APPROPRIATE PREPARATION TO ENSURE MEETING THE CHILDREN'S BASIC INTELLECTUAL, SOCIAL, EMOTIONAL AND PHYSICAL NEEDS AS WELL AS THE STUDENTS' TRAINING NEEDS.

  (Recommendation 34)

- FUNDING THAT IS TIMELY AND ADEQUATE TO CARRY OUT ALL COMPONENTS SHOULD BE AVAILABLE TO ALL CHILD DEVELOPMENT CENTERS.

(Recommendation 35)

- EFFORTS TO UPGRADE THE STATUS AND PAY SCALE OF ALL PEOPLE WHO WORK WITH YOUNG CHILDREN BOTH ON THE CAMPUS AND IN THE COMMUNITY SHOULD BE INITIATED AND SUPPORTED BY THE COMMUNITY COLLEGE CHILD DEVELOPMENT PROGRAM STAFF AND ADMINISTRATORS.

(Recommendation 36)

- COMMUNITY COLLEGE CHILD DEVELOPMENT CENTERS SHOULD KEEP THE NEEDS OF THE CHILDREN AS PRIMARY WHEN STUDENTS, VISITORS, AND OBSERVERS ARE INVOLVED IN THE PROGRAM.

(Recommendation 37)

- ALL COMMUNITY COLLEGE CHILD DEVELOPMENT CENTERS SHOULD MEET OR EXCEED LICENSING STANDARDS AS DEFINED IN THE CALIFORNIA ADMINISTRATIVE CODE, TITLE 22.

(Recommendation 38)

- CAMPUS CHILD DEVELOPMENT CENTERS SHOULD REGULARLY UTILIZE A COMPREHENSIVE PROGRAM ASSESSMENT/EVALUATION INSTRUMENT TO ASSESS THE QUALITY OF THEIR PROGRAM. THE RESULTS OF THIS ASSESSMENT SHOULD BE USED TO DEVELOP PROGRAM PLANS, OBJECTIVES AND INSERVICE TRAINING. THIS ASSESSMENT SHOULD BE INCORPORATED AS PART OF THE DISTRICT'S COMPREHENSIVE MASTER PLANNING/EVALUATION PROCESS.

(Recommendation 39)

- COMMUNITY COLLEGE CHILD DEVELOPMENT CENTERS SHOULD BE ENCOURAGED TO APPLY FOR FUNDS AVAILABLE THROUGH THE STATE DEPARTMENT OF EDUCATION, OFFICE OF NUTRITION SERVICES, FOR THE CHILD CARE FOOD PROGRAM.

(Recommendation 40)

- CHILD DEVELOPMENT CENTERS SHOULD WORK COOPERATIVELY WITH OTHER DEPARTMENTS AND SERVICES OF THE COLLEGE.

(Recommendation 41)

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